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Twenty-Ninth Annual Catalog of the

SOUTHERN ILLINOIS State Normal University

CARBONDALE

1902-1903



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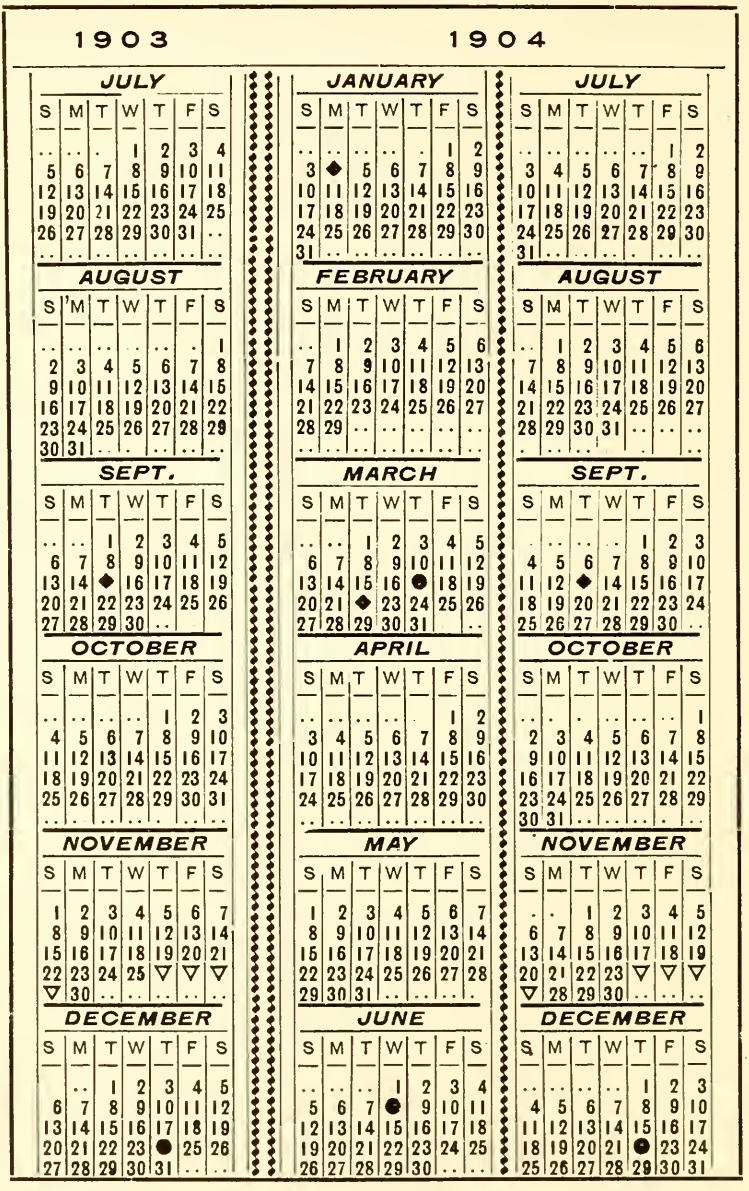
WILLIAM TROY FELTS,
Instructor in Arithmetic, Algebra and Bookkeeping.

LULA PEAY,
Stenographer and Clerical Assistant.

*The names of the faculty appear in the order of their election.

C1055

Calendar, 1903-1904.



◆ *Opening day of term.* ● *Closing day of term.*
▽ *Thanksgiving Interim.*

HISTORY

An act of the General Assembly of the State of Illinois, approved April 20, 1869, provided for the establishment of this Normal School. By this act it was ordered that five trustees should be appointed by the Governor of the State, who should fix the location, erect the building, and employ teachers for the school. The trustees located the school in the town of Carbondale, on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central Railroad. The corner-stone was laid on the 17th day of May, 1870, with impressive ceremonies by the Masonic fraternity. The building was finished in time to be dedicated July 1, 1874; the first faculty commenced the work of instruction in the new building July 2, 1874, at which time a summer session of four weeks was opened, with fifty-three pupils attending.

On the sixth day of September, 1874, the regular work of the Normal University commenced.

On the afternoon of November 26, 1883, at 3 o'clock, this beautiful building was discovered to be on fire; and before 5 o'clock P. M., despite the efforts of faculty, students, and citizens of Carbondale, the entire building was in ruins. By the heroic labors of students, teachers and citizens, the large library was saved, and most of the furniture; also the physical and chemical apparatus. All the material in the museum was lost.

The citizens kindly offered the use of rooms in some of the business blocks, which the trustees accepted, and the school went on with regular recitation work, with an actual loss of less than two days. In the meantime, a plan was proposed for a temporary school building, and in less than sixty days a building was completed containing fourteen rooms, and the Normal School began its wonted duties in this, its temporary home.

The General Assembly, by an act approved June 27, 1885, appropriated $152,065 to replace the first building, then lying in ruins. The foundation and stone walls of the first story were utilized, thus saving from twelve to fifteen thousand dollars.

The present building is a magnificent structure, in many respects superior to the one destroyed by fire. It was dedicated Thursday, February 24, 1887, and occupied by the school with much rejoicing on the following Monday.

AIMS

Educational institutions may be divided according to their aims into four classes:

First: The public schools, whose aim is the promotion of good citizenship by securing to all the people the intelligence, morality, and patriotism which are essential to the existence and progress of the state. Second: Colleges and universities whose object is the general and full development implied in complete manhood and in the best preparation for professional life. Third: Professional and polytechnic schools, in which the student is helped in his preparation for his chosen life-work. Fourth: Such institutions as the Royal Society of Great Britain, the Sorbonne of France, and our own Smithsonian Institute, which have for their special object the advancement of science and art. This Normal University belongs to the third class; it aims to give the best physical, mental, and professional equipment for teaching.

The State Normal school holds an important relation to the system of public schools. It helps to create and sustain a high standard of educational work. It should serve as a driving force and a balance wheel to the whole system. Sanctioned and supported by the state, it can institute those investigations and experiments which result in much good to all the schools. It brings school facilities within the reach of many who otherwise would be uneducated and enables them to repay the state by teaching in the public schools. If the state needs a great university which shall be a center of educational forces, if an agricultural college should be sustained on account of the importance of agriculture, much more, and for similar reasons, should the normal university receive the care and the benefactions of the state. Man is more than all things else, and whatever contributes to his better development is of the highest use.

If the graduates of this university shall take high rank as superintendents, principals, and teachers in public schools, they must possess three elements of success; a full development of mental power, a thorough mastery of the sciences involved, and a

thorough training in methods of instruction and school management. If the school should neglect the first and second, the graduates would be supplanted by those of other schools; and if it fails in the latter, there would be no good reason for the existence of the institution. Hence we aim, First, to insure a broad and thorough culture; and, Second, to give special prominence to the professional work peculiar to a normal school. Under the present conditions of southern Illinois, the school must hold itself ready to do more or less academic work. As the better grades of high schools are created in the patronizing territory of the Normal, the need of the academic phase of the instruction will become less and less, and the professional side will be more and more pronounced.

General Information

LOCATION, ETC.

Carbondale is a city of about 5,000 inhabitants, healthful and beautiful, with many refined and cultured people. It is easy of access, and offers inducements for board and social advantages beyond most places of its size. It has, perhaps, fewer temptations to idleness, and combines religious and educational privileges in a degree greater than the average of towns and cities. Parents may be assured that their children will be as safe as in any school away from home, and students may come here and be certain that economy and industry will be respected and honored by their fellow students and by the faculty. The Illinois Central Railroad affords ample facilities for convenient access, three of its branches passing through Carbondale.

UNIVERSITY CALENDAR.

Fall Term begins Tuesday, September 15, and closes Thursday, December 24, 1903.

Winter Term begins Monday, January 4, and closes Thursday, March 17, 1904.

Spring Term begins Tuesday, March 22, and closes Wednesday, June 8, 1904.

Length of Terms: Fall, 15 weeks; Winter, 11; Spring, 11 1-2.

Commencements: For 1903, Thursday, June 10; for 1904, Wednesday, June 8.

TERMS OF ADMISSION.

All applicants for admission must present evidence of good moral character; and, to secure free tuition, they must agree to teach in the public schools of the state for a time not less than that covered by their attendance on the school; this agreement should not be entered upon unless the applicant fully intends to teach, but may become void, however, if engagement to teach cannot be secured by reasonable effort. In case of a permanent change in plan,



PROPOSED NEW LIBRARY BUILDING.

the individual is expected to pay to the registrar of the institution the difference between the regular tuition for the entire time and the incidental fees he has paid in.

To be admitted to the Normal department proper of the University, students must have completed their sixteenth year, and must be able to pass an examination equivalent to the requirements for a second-grade certificate, in counties where the standard is high. The evidence of ability to pass such examination will be a diploma from a reputable high school, a certificate to teach, the result of an entrance examination, or the completion of our Sub-Normal course. Persons sixteen years old and over, unable to pass this examination, may be admitted to the Sub-Normal department.

To be admitted to the Sub-Normal department the applicant must have completed the work of the eighth grade of the public schools of Illinois or an equivalent. Evidence that he has done this work will be a certificate stating that he has passed the "final" examination povided by the county superintendent, or an examination here. If under sixteen years of age, he will not be required to agree to teach, nor will he receive free tuition.

The Practice School receives children of suitable age and health who live with their parents, or are provided with good home care. Tuition is free for the first three grades.

Graduates of accredited high schools having a strong four-year course will receive twenty-four credits; those of accredited high schools having a strong three year course will receive twelve credits.

Reasonable credit will be given for work done in other schools, provided satisfactory evidence is presented.

The entrance examinations in the common school branches will cover about the same ground and require about the same accuracy as in county examinations.

Those who fulfill other conditions and have an average grade of eighty-five or more are placed in the Normal department; those whose grades are seventy or above and less than eighty-five, are entered in the Sub-Normal classes; but those who fall below seventy will not be admitted unless their ages would locate them in the Practice School.

Applicants for admission should bring certificates of examination or diplomas which they may have; or in the absence of these,

letters of recommendation as to moral character, etc. It is well for young people to know that some one stands for them, vouching for their conduct and character, and that it is no trifling matter to matriculate in a well organized institution of learning, and become a living factor where the relationship is vital to all concerned.

EXPENSES.

TUITION.

To those who sign the pledge to teach, tuition is gratuitous; but the law of the institution requires that there shall be an incidental fee charged. At present this fee is $3 for the term of fifteen weeks, and $2 for the terms of eleven and twelve weeks. The rates of tuition in the different schools are as follows:

	Fall Term.	Winter Term.	Spring Term.
Normal Courses	$9 00	$6 00	$6 00
Sub-Normal Course	6 00	4 00	4 00
Practice School	4 00	3 00	3 00
Instrumental Music	5 00	4 00	4 00

The first three grades are admitted without tuition.

The tuition in the High School is the same as in the regular Normal Courses.

BOARDING.

Board can be had in good families in Carbondale at rates varying from $2.75 to $3.50 per week; and by self-boarding, or by boarding in clubs, the cost may be reduced to $2.25 per week. Two clubs are in successful operation. The whole expense of boarding and tuition may be reduced to less than $100 per year.

BOOKS.

Books, new and second hand are sold at the book stores of Carbondale at reasonable prices. The institution does not deal in text-books. Students coming to the Normal should bring what text-books they may have with them. It often saves considerable expense and frequently avoids tedious delays in getting to work.

PHYSICAL TRAINING.

It is desired that all students take the physical training, both as a matter of culture and as a means of health. Students in the

Sub-Normal department are required to take physical training; and in order to graduation in either of the regular Normal courses of study, three passing grades are required in addition to that in the Sub-Normal course. No student will be excused from these requirements except on a certificate of a regular physician or by the President, and on account of physical disability or some other reasonable cause. Physical training is a part of every course of study and is to be taken at the time designated in each course. If the student is irregular, he must, in this case as others, select the earlier work first. Students in physical training as a rule get on with their studies better than those who do not avail themselves of its benefits.

SPELLING.

All Sub-Normal students are required to enter the class in Spelling and remain in the class until their proficiency will justify an excuse from the work. Any student of the Normal classes who shall misspell five words in any written exercise submitted to a teacher, will also be assigned to this class, provided he can do so without a conflict with a study already assigned. The spelling is conducted by dictation, writing, and defining.

ENGLISH COMPOSITION.

All fist-year Normal students are required to take English Composition once a week through the school year. Physical training will be omitted on Wednesday of each week and English Composition will take its place on that day. A class is organized in the spring term which meets three days per week and does the same work as the regular class does throughout the year.

DIPLOMAS.

Diplomas are granted to those who complete one of the prescribed courses of study, and will be conferred upon the completion of the work at other times than commencement day, should the student need it in securing an appointment to teach.

DISCIPLINE.

Progress in all government has been toward self-government; this is by self-activity and self-control, not by repression from

others. Poor teaching requires much discipline. In a typical Normal school, discipline is at a minimum because the students are there for a purpose which they appreciate. Moral irregularity is usually due to the lack of proper employment. This is especially true of young people.

MUSEUM.

The museum is located in the northeast corner of the new building on the second floor in a room 50 by 60 feet, where are cabinets and natural history material for the use of the school. Great care has been given to the selection of this illustrative material, which is of great value to those studying Natural History.

The department of geology contains a collection of minerals representing the different geological ages or periods, and these periods are fairly represented by fossils. Many of the specimens have one face polished. There is a large series of typical minerals, besides the working material for laboratory use; and one case contains representative gold and silver ores from about one hundred and fifty mines in central Colorado.

The herbarium contains several thousand specimens of mounted plants, both foreign and domestic. A large number of the foreign species are the typical Linnean species.

The insect cabinet contains several thousand species, representing all the orders of insects. In Lepidoptera, beside the regular cabinet series of specimens, there are several hundred butterflies and moths in the new Denton Butterfly Tablets, put up in this way for class use.

The vertebrates are represented by a large collection of mounted birds and mammals, and some reptiles and fishes. Most of the fishes, reptiles, and batrachians are in alcohol.

The cabinet of shells contains more than eight hundred species, represented by several thousand specimens.

Besides the above, there is a large series of archeological specimens, illustrating the arts of the original inhabitants of this country.

Five new cases for the museum were recently purchased for the better display of various collections. A number of newly mounted birds and mammals have been added to our list; and additions have been made to the series of alcoholic specimens. These include

a number of typical fishes and material for illustration in biological work.

A handsome conservatory has recently been built at a cost of $1,800. This will be used in connection with the work in Botany, and in the "Nature Study" work in the Training department. It serves as a conservatory for the plants grown in the beds of the campus, and for propagating plants for future use.

ILLUSTRATIVE APPARATUS.

The educational value of seeing things is beyond estimate. In many phases of mental growth, there is need of a combination of sense with reason that the best results may be secured. To obtain this combination, apparatus for illustration is of great value; apparatus for determination of principles adds much to a subject; apparatus for demonstration of physical laws is invaluable.

Through the liberality of the General Assembly from session to session ample funds have been appropriated, which have been wisely expended by the Board of Trustees. The institution recognizes the increased demand for improved facilities in scientific research, hence it is planning for a still better equipment.

The chemical department possesses a complete outfit for qualitative work of all kinds. The supply of water, gas, sinks, Bunsen burners, etc., is ample, and each work-table has four complete sets of reagent bottles, ring stands, test tubes and racks and other material. The individual hoods at each work-table are connected with the general hood, thus preventing the diffusion of fumes and of noxious gases throughout the laboratory and building.

A large collection of minerals and named specimens helps students to master forms, names and composition of minerals, fossils, and other data connected with Geology and Mineralogy.

An excellent refracting telescope—made by Clark & Sons—with a five-inch object glass adds to the interest of Astronomy. The institution also has a collection of astronomical charts.

For work in Physics there is a large collection of accurate apparatus for the study of mass, molecular and ether physics. This is used by the students who demonstrate principles and laws for themselves. During the last few years the Board has provided a fine equipment for working in wood and metal. Cabinet work-benches, large and small vises, tools of all sorts have been pur-

chased. The lathe has been fully equipped for work in wood and in metal. Crude material is put into the hands of the students and they construct apparatus which belongs to them.

Thus the institution plans to send out teachers who may be competent to teach scientific truths, and may be prepared to utilize local opportunities in making apparatus to illustrate the truths taught.

The mathematical department is well equipped with units of measure for teaching denominate numbers, blocks of mensuration, a surveyor's transit and compass which the classes in trigonometry and surveying are required to use freely.

The instruction in geography has been materially aided recently by the purchase of a full set of large relief maps, which added to the former supply of such material, makes the equipment very complete.

The department of history has received its share of facilities for illustration, such as globes, maps, a case of historical relics, souvenirs of travel, etc.

MANUAL TRAINING.

Preparations are being made for the introduction of Manual Training in the institution. Thus far this phase of work has been confined to the making of apparatus in the department of physics.

LIBRARY AND WORKS OF REFERENCE.

The University has several complete sets of books of reference —cyclopedias, biographical and pronouncing dictionaries, gazeteers, atlases, etc., which are placed in the Assembly Hall, and in the several recitation rooms, so that the students may consult them to the best advantage.

The library proper occupies a spacious room 50 by 60; it is well furnished, and is open all of each school day, and from nine to twelve on Saturdays. It is constantly in the care of a skillful librarian. The library contains now over 16,800 volumes, including a professional library for teachers rarely equaled in an institution of this kind. The reading room in connection with the library is an invaluable adjunct. Nearly two hundred dollars are expended annually for current literature. The best of this is

bound each year at an expense of nearly one hundred dollars additional. By the use of Poole's Index the magazine articles are readily found.

LITERARY SOCIETIES.

There are two literary societies, the Zetetic and the Socratic. They meet on Friday evenings. These afford one of the best means of culture, discipline, and instruction in the conduct of parliamentary business. They have elegant rooms, admirably fitted and furnished. The programs of these organizations represent the energy of students, and show their devotion to the practical preparation for the public duties of life.

CHRISTIAN ASSOCIATIONS.

The Young Men's Christian Association and the Young Women's Christian Association each has a well conducted organization, which meets weekly in a room fitted for their use. Their committees look after new students upon their arrival, and those who may be sick while attending school, and in many ways minister to the wants of their fellow students. Several classes in Bible study are organized by these societies. The state college secretaries of each of these branches of Christian work pay them a visit twice a year for conference and direction. New students upon their arrival may recognize the representatives of these associations by the special badges worn indicating their willingness to render their kindly services wherever needed.

SUMMER SESSION.

The Summer session has become an established feature of the institution. The work is in the hands of heads of departments. An incidental fee of one dollar is charged. Due credit will be given all regular completed work. The term opens on Monday following commencement and continues six weeks.

In addition to the regular class work the entire equipment of the institution is utilized, including the museum and the biological, chemical and physical laboratories as far as needed.

During the session a number of lectures will be given, and the students in attendance will render two literary programs.

DEPARTMENTS

There are four departments: the Normal, the Sub-Normal, the Practice School, and the High School.

THE NORMAL DEPARTMENT.

This department gives thorough instruction in the elementary and higher portions of the school course of study, and, indeed, fits the student by knowledge and discipline for the practical duties of a teacher. It aims to give, in addition to instruction, opportunities of observation and trial; so that one passing through either course shall not be a novice in his calling upon entering the schoolroom. With this idea in mind, every branch prescribed to be taught in the common and high schools of our state is included in our courses of study. Accuracy and thoroughness are points held in mind in every recitation, and drills upon the elements are made a specialty. Great attention is therefore bestowed upon the earlier parts of the course, such as spelling and pronunciation, reading and defining, drawing, writing, vocal music and physical training. The body needs culture and systematic activity quite as much as the soul, and we begin with making it the servant of the mind, and habituating it to an unhesitating obedience.

The methods of teaching are distinctively Normal. What the student is required to learn, and the methods of presenting it, are both designed to give him, who intends to become a teacher, the philosophy of learning and remembering, and the philosophic manner of imparting knowledge and securing discipline.

The practice work is designed to fit students of this institution to become practical teachers. It comprises (1) a study of psychology, pedagogy, school law, and practical ethics; (2) attendance of practice teacher upon weekly meetings held for a study of methods of instruction and management of pupils and classes; (3) actual teaching in the Practice School, under the constant supervision of training teachers of the Normal School; (4) illustrative lessons taught by the several training teachers and the heads



VIEW IN LIBRARY.

of departments; (5) more or less observation work under the special supervision of the superintendent of the Training School.

In the Normal department three courses of study are offered as follows: The first and second are each four years in length; the third one year.

1. The English Course. The student who is sixteen years of age and has obtained a certificate of good rank as a teacher in the public schools, or is a graduate from an accredited high school, can complete this course in three years or less. It requires a thorough training in all the branches taught in the common schools, a good course in English language and literature, an extended course of mathematics, and all the professional work—methods of teaching in all the common branches, psychology, pedagogy, and practice teaching under the critic teacher; this course is fully given on another page.

2. The Latin or German Course. This provides for eleven terms of Latin, or nine terms of German in addition to much that is required in the English course.

3. The Professional Course. This course enables the college graduate, or any one equally well qualified, to take all the professional work in one year. This gives an opportunity to review the common school branches, if necessary, and includes psychology, pedagogy, three terms of practice teaching, drawing, school law and method work in all the common school branches.

THE SUB-NORMAL DEPARTMENT.

This course is for those who have completed the eight grades in the Practice School or hold a certificate from the "final examination" by the county superintendent, but who are not sufficiently mature to enter the normal classes. The studies in this course are such as this class of students may require, and will cover about one year's work, more or less, depending upon the strength, age, and proficiency of the pupil.

THE PRACTICE SCHOOL.

This department consists of from one hundred twenty to one hundred fifty children, who are divided into eight grades corresponding to the grades in the public schools. These are in charge

of training teachers and of the superintendent of the practice work. The Practice School is a necessary adjunct of the Normal department. It furnishes tests of the methods enjoined, gives opportunities to observe child nature and work, and is the department in which the Normal students are trained in the art of teaching. It is the aim to make this a practice school in the best sense for the development of model teachers.

The courses of study show the practice teaching to be done in definite terms, but the superintendent of the Practice School has the privilege to call on students to teach whenever they are ready for the work, and the superintendent is satisfied their services should be rendered.

THE HIGH SCHOOL.

In order that the model school may present all phases of the public school work and be in fact what it is in name, and to supply a demand which exists in this section of the state, the Board of Trustees has ordered the reinstatement of the High School as a branch of the model school.

It is the purpose to make this course a typical one in scope and thoroughness, one that may be regarded as a standard in equipment and excellence. It is four years in length, and sufficiently strong to prepare for entrance into the best colleges and universities of our land. Students taking this course have access to the library, laboratories, and gymnasium to the same extent as those taking the regular and normal courses. For the details of the courses offered see pages showing "Courses of Study."

TWO YEARS' CERTIFICATE.

Upon the completion of the first two years' work in either course a certificate will be issued stating the fact and naming the studies completed. Students receiving credits on a portion of this work which may be done elsewhere, and completing the remainder will be entitled to the same certificate.

This two years' work in the English course offers a review in the common branches, methods in the common branches, two terms in pedagogy, one term in psychology, three terms in drawing, four terms of science, and one term of teaching in the Practice School.

In the Latin or German courses some of these features are wanting, but the additional work in language compensates for the loss.

This course will fit the student for doing excellent work in the school room. And should the student not be permitted to remain longer than the two years he will have formal statement as to his attendance and attainments.

COURSES OF STUDY

SUB-NORMAL COURSE.

Fall Term.	Winter Term.	Spring Term.
1 E Read. and Comp.	1 D Read. and Comp.	1 C Read. and Comp.
2 D Grammar.	2 C Grammar.	2 Physiology.
3 D Geography.	3 D History.	3 C Geography.
5 D Arithmetic.	5 C Arithmetic.	5 C History.
6 Phys. Training.	6 Phys. Training.	6 Phys. Training.
7 Writ. and Spell.	7 Writ. and Spell.	7 Writ. and Spell.

Students who are excused from writing may take drawing.

PROFESSIONAL COURSE.

Fall Term.	Winter Term.	Spring Term.
1 Practice.	1 A History.	2 A Arithmetic.
4 { A Grammar. A Drawing.	2 Practice.	3 Practice.
	3 A Psychology.	4 A Reading.
5 { Eng. Analysis. School Law.	6 B Pedagogy.	6 A Pedagogy.
		7 A Geography.

ENGLISH COURSE.

Fall Term.	Winter Term.	Spring Term.
	FIRST YEAR.	
1 C Physics.	1 B Arithmetic.	1 D Algebra.
2 Physiology.	3 B Grammar.	2 A Arithmetic.
3 C Drawing.	5 B Geography.	5 B Drawing.
6 E Pedagogy.	6 B Reading.	6 B History.
7 { Physical Train. English Comp.	7 { Physical Train. English Comp.	7 { Physical Train. English Comp.
	SECOND YEAR.	
1 Vocal Music.	1 A History.	1 B Botany.
3 B Psychology.	2 D Pedagogy.	2 A Grammar.
4 A Drawing	4 B Zoology.	4 A Reading.
5 B Chemistry.	5 Practice.	5 Civics.
7 English Authors.		7 A Geography.
	THIRD YEAR.	
1 Rhetoric.	2 B Algebra.	2 Practice.
2 C Algebra.	3 B Physics.	3 B Literature.
6 General History.	6 General History.	5 C Pedagogy.
	ELECTIVES.	
A Zoology.	*A Chem. and Min.*	*A Physics.*
Practice.	*English History.*	*Blackboard Drawing.*
Book-keeping.	*Elocution.*	*A Algebra.*
	FOURTH YEAR.	
3 C Geometry.	3 B Geometry.	2 Phys. Geog.
4 Practice.	4 A Literature.	4 A Psychology.
5 { Eng. Analysis. School Law.	6 B Pedagogy.	6 A Pedagogy.
	ELECTIVES.	
Geology.	*Astronomy.*	*A Botany.*
Ref'n & Revol'n.	*Sociology.*	*Advanced Literature.*
Trig. & Sur.	*History of Art.*	*A Geometry.*
		A Latin (for Latin Course.)

LATIN OR GERMAN COURSE.

Fall Term.	Winter Term.	Spring Term.
	FIRST YEAR.	
2 Phys. or C Phy's.	1 B Arithmetic.	3 D Algebra.
3 C Drawing.	3 B Grammar.	4 J Latin or G. Ger.
4 L Latin or I Ger.	4 K Latin or H Ger.	5 B Drawing.
6 E Pedagogy.	5 B Geography.	6 B History.
7 Physical Train. / English Comp.	7 Physical Train. / English Comp.	7 Physical Train. / English Comp.
	SECOND YEAR.	
1 Vocal Music.	1 A History.	1 B Botany.
3 I Latin or F Ger.	2 D Pedagogy.	2 A Arithmetic.
4 A Grammar. / A Drawing.	3 H Latin or E Ger.	3 G Latin or D Ger.
5 B Chemistry.	4 B Zoology.	4 A Reading.
7 English Authors.	5 Practice.	7 A Geography.
	THIRD YEAR.	
1 Rhetoric.	2 B Algebra.	3 Practice.
2 C Algebra.	3 B Physics.	5 C Pedagogy.
6 F Latin or C Ger.	6 E Latin or B Ger.	6 D Latin or A Ger.
	FOURTH YEAR.	
2 C Latin.	2 B Latin.	1 Practice.
3 C Geometry.	3 B Geometry.	4 A Psychology.
5 Eng. Anal. / School Law.	4 A Literature.	6 A Pedagogy.

N. B.—The hours for recitation in German are not as above indicated, but are shown in program of exercises immediately following. The German course includes the two terms of General History.

The electives in this course, six of which must be taken, are as follows:

1. All electives offered in the English Course.

2. Those subjects required in the English Course but not required in the Latin or German Course except B Reading.

3. A Latin.

HIGH SCHOOL COURSE.

Fall Term.	Winter Term.	Spring Term.
	FIRST YEAR.	
Physiology.	Zoology.	Botany.
Phys. Geog. or Book-keeping.	Inventional Geom.	D Algebra.
English.	English.	English.
Latin or German.	Latin or German.	Latin or German.
	SECOND YEAR.	
C Algebra.	B Algebra.	A Algebra.
English Authors.	English.	Civics.
Physics.	Physics.	Physics.
Latin or German.	Latin or German.	Latin or German.
	THIRD YEAR.	
C Geometry.	B Geometry.	A Geometry.
Rhetoric.	English.	B Literature.
General History.	General History.	English History.
Latin or German.	Latin or German.	Latin or German.
	FOURTH YEAR.	
Chemistry.	Chem. and Min.	U. S. History.
Trig. and Sur.	Anal. Geom. or Soc.	Adv. Literature.
Ref. & Rev. or Greek.	Astron. or Greek.	Geology or Greek.
Latin or French.	Latin or French.	Latin or French.

Students completing the first three years of the High Schoo Course will be prepared to enter the Freshman year of college, except in Greek. Those completing the four years will be given advanced standing.

FALL TERM.

1						1 B Arith. * 1	
2		† D Grammar	1 Physiology 1		B History*	3 C Algebra 3	C Latin 4
	ASSEMBLY EXERCISES.						
3	2 B Psychol. 2	1 B Gram.*		1 C Drawing 1		4 C Geom. 4	I Latin 2
4		A Gram. ½ 2		2 A Drawing 2			L Latin 1
	LUNCH HOUR.						
5		4 E Anal. ½ 4			1 B Geog. 1 *		
6			2 B Zoology 2*	Sup. Draw.		4 *Trig. & Sur.* 4	F Latin 3
7			3 *Biology* 3		4 *Ref'n. & Rev'n.* 4		

WINTER TERM.

1				4 *His. of Art* 4	2 A History 2	1 B Arith. 1	
2		† C Grammar	Physiology*	*Bl'kb'd Dr.* *		3 B Algebra 3	B Latin 4
	ASSEMBLY EXERCISES.						
3	2 B Psychol. 2*	1 B Gramm'r 1			3 *Eng. His.* 3	4 B Geom. 4	H Latin 2
4			2 B Zoology 2	1B Drawing 1*		4 C Geom. 4 *	K Latin 1
	LUNCH HOUR.						
5					1 B Geog. 1		
6		† D Gram. *		Sup. Draw.			E Latin 3
7							

SPRING TERM.

1			2 B Botany 2		1 B Geog. *	4 *A Geometry* 4	
2		2 A Grammar	† Physiology			1 A Arith. 2	
	ASSEMBLY EXERCISES.						
3		B Gramm'r 1*		† D Drawing		1 B Arith. *	G Latin 2
4	4 A Psyc'l. 4					3 B Geom. *	J Latin 1
	LUNCH HOUR.						
5		† C Gram. *		1 B Drawing 1	2 Civics		
6				Sup. Draw.	1 B History 1	3 *A Algebra* 3	D Latin 3
7			4 *Biology* 4	3 *Bl'kb'd Dr.* 3	2 A Geog. 2		*A Latin* 4

N. B.—Explanation of symbols: * Irregular Classes; † Sub-Normal Classes; *Italics*, Elective.



VIEW IN GYMNASIUM.

Program of Exercises.

FALL TERM.

1	3 Rhet. 3		1 C Physics 1			2 V. Music 2		
2					F German 2	Ins. Music		Physical Tr.
				ASSEMBLY EXERCISES.				
3			4 *Geology*	† D Geog.	I German 1	Ins. Music		Physical Tr.
4	†Comp.&R'd	3 C Ped. 3 *			L Latin 1	Voc. Music *	† C Arith. *	§ Phys'l Tr.
				LUNCH HOUR.				
5	1 Comp't'n 1	4 S'l L'w ½ 4	2 B Chem. 2	† C Geog. *	C German 3	Ins. Music	† D Arith.	Phys'l Tr. *
6		1 E Ped. 1	2 B Chem. 2	3 Gen. His. 4		Ins. Music		† Phys'l Tr.
7	2 Eng. Auth. 2					Ins. Music	3 *Book K'g* 3	1 Phys'l Tr. 1

WINTER TERM.

1	†Comp & R'd		3 *A Chemistry*			Ins. Music		
2		2 D Ped. 2	*& Min'ral'gy* 3	1 B His. 1*	H German 1	Ins. Music		Physical Tr.
				ASSEMBLY EXERCISES.				
3	3 *Elocution* 3			† D History	E German 2	Ins. Music		Physical Tr.
4	4 A Lit 4				K Latin 1	Voc. Music *	† D Arith. *	§ Phys'l Tr.
				LUNCH HOUR.				
5	1 Comp't'n 1		3 B Physics 3			Ins. Music	† C Arith.	Phys'l Tr. *
6	1 B Reading	4 B Ped.	3 B Physics 3	3 Gen. His. 4	B German 3	Ins. Music		† Phys'l Tr.
7		4 *Sociology* 4	4 *Astron'my* 4			2 V. Music 2*	Book K'ng *	1 Phys'l Tr. 1

SPRING TERM.

1	†Comp.&R'd	1 E Ped. 1 *	1 C Physics *			Ins. Music	1 D Algebra 1	
2				4 Phy. Geog.	G German 1	Ins. Music		Physical Tr.
				ASSEMBLY EXERCISES.				
3	3 B Liter.	1 D Ped. 1 *		† C Geog.		Ins. Music		Physical Tr.
4	2 A Read. 2				J Latin 1	Voc. Music *	C Arith. *	§ Phys'l Tr.
				LUNCH HOUR.				
5	1 Comp't'n 1	3 C Ped. 3	3 B Phy's 3*	† C History	A German 3	Ins. Music		Phys'l Tr.
6		4 A Ped. 4	3 B Phy's. 3*		D German 2	Ins. Music	† D Arith. *	† Phys'l Tr.
7	4 *Adv. Lit.* 4		3 *A Physics* 3			Ins. Music	3 *Book K'g* 3*	1 Phys'l Tr. 1

Explanation of Figures: On the left, number of year in English Course; on the right, number of year in Latin or German Course.

SYLLABUSES OF SUBJECTS

D. B. PARKINSON.

PSYCHOLOGY.

(B) "Applied Psychology" by McLellan and Dewey is used as a text for this grade of the subject. The relation of psychology to education will receive special emphasis, as the practical teacher is in greater need of a knowledge of the principles that underlie the correct methods of imparting knowledge and securing the most symmetrical and harmonious mental development of the child, than he is in the more remote problems that engage the student of philosophy.

The character of the work bears so closely on the work of the school-room that the student cannot fail to recognize the practical value of the matter presented.

"Methods of Interrogation" is discussed at considerable length, furnishing an excellent opportunity to examine the different methods and maxims that have recently come into prominence in pedagogical circles.

"Kindergarten Work and Self Instruction" have not escaped the thought of the author, hence these themes will receive due consideration. The presentation of outline methods characterizes the latter part of the term's work. These are based on "explicit psychological principles" and are indeed of immense value to the teacher in his early attempts to tackle the multitude of puzzling questions.

The work in B Psychology is on the above basis and is offered in the fall term of the second year in the English course. It is not offered in the Latin course. Some valuable work is dependent largely on the use of psychological apparatus. This will be used more or less freely in this earlier grade of the department.

(A) Davis. The more advanced course in psychology is

placed in the twelfth term in each course. The author has chosen a style of presentation somewhat peculiar to himself, but in a manner favorable to this grade of the study. Some of the familiar topics are treated in a modified manner, others are quite original. A reasonable amount of discussion will be given to the relation of physiology to psychology, especially for those who have had none of this phase of the subject in their pedagogy. The following subjects will receive due consideration: Consciousness; its conditions, limits, facts, modes. Immediate knowledge; cognition, presentation, perception, external reality, self-perception, pure intuition, origin of pure truth, mind and matter. Mediate knowledge; representation, mediate perception, suggestion, memory, imagination, thought. Feeling; sensation, emotion, sentiment. Desire; kinds, regulations. Volition; elements, freedom.

The subject matter is enlarged upon by copious references and illustrations from a large number of other authors on the same themes. The bibliography prepared by the author is unusually large for a text-book and is very helpful to the student.

DEPARTMENT OF Pedagogics and School Law

JAMES KIRK.

PEDAGOGY.

(E.) The work of this term pertains to the organization and management of schools, and is discussed under the following heads:

Necessity for the public schools; the functions of the school; what the school ought to accomplish.

THE TEACHER.—The teacher's qualifications; necessary preparation for his work; means of advancement in his profession; his relation to school officers; his relation to patrons and the community.

THE SCHOOL.—The school house and grounds; furniture and apparatus. Preparation for beginning the term; organization; program; rules and discipline; school records.

THE RECITATION.—Objects of the recitation; ends to be attained; preparation by the teacher; preparation by the pupil; method of conducting recitations.

(D.) Elementary psychology, and school management. Study of activity as sensation, perception, conception, memory, imagination, reason, judgment, feeling, and volition. Ends, conditions and means of school government; will training; school incentives; punishment; right conduct.

(C.) Consideration of general hygiene and physical exercises. Development of intellectual activities at different ages. Effect thereon of different branches of study. Particular education of the senses. Culture of memory, imagination, judgment, and reason. General method. Special method. Diversity of character and formation of habit. Culture of sensibility and will as elements of character. Motives.

(B.) PHILOSOPHY OF EDUCATION.—The Philosophy of Education, by Rosenkranz, is the basis for this work and the work in (A) Pedagogy. Consideration is given to the general idea of education and to its special elements. The general idea of education includes its nature, its form, and its limits. The culture of

body, intellect and will are treated under the special elements of education. Dietetics and gymnastics are studied with respect to their fundamental ideas. The significance of the development of attention, as a voluntary act, is emphasized. The psychological epochs, or the intuitive, the imaginative, and the logical periods of growing mind, claim attention. The development of the subject-matter, and the manner of the demonstration follow, logically, the study of the pupil's development. Consideration of the pupil's capacity, and the elements of the act of learning, in connection with the method of instruction. Under will-training are considered social usages and virtues, the discipline and the character which constitute morality. The theoretical and the practical process of religious culture, and the union of both in a historical process, furnishing the ground of a rational faith—a philosophical culture —in the education of the will, are duly considered.

(A.) The study of historical systems of education. These are classed as the National, the Theocratic, and the Humanitarian, or the Christian, systems. Passive, active and individual phases of the National system, as exemplified in the education of China, India, Thibet; in that of Persia, Egypt, Phoenecia; in that of Greece and Rome, and among the German tribes. The selfish purpose and the utilitarian character of the first and the second phases. The development of the powers of the being to be educated is the aim of the third. Theocratic education among the Israelites. Monkish, chivalric and civic phases of Humanitarian education. The elements of the ideals of the national and the theocratic systems combined in the humanitarian system in a higher ideal of spiritual perfection. This ideal, attainable only through spiritual freedom. The final "free education" must provide for the education of all classes of society, by all available instrumentalities, for all the relations of free citizenship.

SOCIOLOGY IN RELATION TO EDUCATION.

ELECTIVE.

1. Claims of sociology; its character and method. Education closely related to sociology, the science of society. Nature of society, and of social progress.

II. Customs as a factor in sociology. Nature of customs. Relation to progress. Forms of customs; social, civic and religious.

Relations in the family. The family the school of social relations. Social problems growing out of family relations. Class relations. Manners. Amusements.

Economic, constitutional, judicial and administrative customs.

Two forms of religious customs. Functions performed by them. Modification, and conservative force of religious customs.

Customs and reforms. Instruments which influence public opinion. Service and evils of the press. Its relation to society.

III. Economics as a factor in sociology. Nature of economics. Two schools. Relation to sociology. Law of rent. Law of Malthus.

Postulates of economics. Nature, function and limitations of competition. Competition as a social law. Social growth in the several forms of production:

(A.) Agriculture—Land; tenure and size of holdings. Socialism. A single tax.

(B.) Manufacture—Changes in form. Consequent losses and gains in society. Hours of labor

(C.) Increased rapidity of commerce. Growth of cities. Social changes. Social results, and remedies.

Distribution. Ruling principle in it. Rent. Capital. Management and labor. Amount under contention in distribution. Justice—the public welfare. Wage-system. The labor-movement. Its effects. Cooperation. Profit-sharing. Saving and loan associations. Inequalities in distribution. Social principles involved. Exchange, Protection, Sound Currency, Quality, Quantity.

IV. Civics, ethics and religion are factors in sociology, and, as such, receive attention. Under civics, prominence is given to Education and means of equality; Moral training; Education and war, etc.

SCHOOL LAW.

The school law of Illinois is the text in this subject, and questions involving knowledge of court decisions on practical cases, are frequent. The attention given to the subject is sufficient to enable the teacher to begin his services without hesitation as to his legal duties and rights.

DEPARTMENT OF GRAMMAR

MARTHA BUCK.

Sub-Normal. For those who have but little knowledge of English Grammar, two terms of thorough drill are offered in our Sub-Normal year.

Normal. Two terms in the Normal department have grammar as one of the required branches. Before entering these classes pupils pass an examination equivalent to that for a second-grade certificate.

The aim is two-fold: To obtain a mastery of the topics studied, and clear ideas of how to teach them to others. At frequent intervals, each class is allowed time for questions upon any points not understood, or upon how to make these points plain to pupils of any grade.

The first term is given to the simple sentence in all its varieties, with its proper capitalization and punctuation. As the elements are studied, the parts of speech of which they are composed are reviewed, with their properties and inflections. The value of each principle as a guide to correct English is tested as it is applied in answering the questions asked by the class.

The first part of the second term's study is given to compound and complex sentences. In this term abridgment is treated and its grammatical changes noted, with the principles which underlie them. The remainder of the term is used in a special study of methods. This work begins with the first language lessons, and takes up grade by grade through grammar to the close of a high school course. What is suitable to each grade, and how to adapt the teaching to the capacity of the pupils, are the central points for consideration. Thus a complete review of both language and grammar is incidentally obtained.

In addition to the work indicated above, one-half term is used for English analysis. The difficult points in grammar are studied. Entire compositions are analyzed logically, the line of thought discerned, and the logical sequence of paragraphs or sentences perceived. Principles of rhetoric and of grammar are reviewed together as they are applied in the complete analysis of entire essays.

DEPARTMENT OF Elocution, Reading, Rhetoric and English Literature.

HENRY W. SHRYOCK.

ENGLISH.

(E, D, C.) Texts. Elementary Composition, Scott & Denney, and Introductory Lessons in English Literature, Lynch & McNeil. This class meets once a week throughout the entire school year.

(B.) Selections studied, Marmion and Silas Marner. While the emphasis is placed upon literary analysis of the two masterpieces studied, the elocutionary drill is not neglected.

(A.) Text. Teaching the Language Arts, Hinsdale. This class concerns itself with the pedagogy of language work. The study of Hinsdale is supplemented by three type studies,—House of Seven Gables, Evangeline, and Webster's Bunker Hill Address.

RHETORIC AND COMPOSITION.

The entire course in Rhetoric and Composition is based upon a recognition of the following facts: The paragraph is the briefest unit of discourse permitting a pre-view or outline. The first three forms of prose composition are the forms that the student will make the most use of in after life. The higher qualities of style, such as wit, pathos, sublimity, etc., are incommunicable. In accordance with the ideas above expressed, the work is so arranged that a part of the time may be devoted to paragraph writing in class; the paragraphs being largely narrative, descriptive, or expository; the subjects being chosen from a range of topics found within the student's own experience or thought, so that he may write without feeling that he is "doing an exercise;" and the effort is mainly directed toward the acquisition of a clean, straightforward English. In order, however, that the student may be brought into sympathetic appreciation of the graces of rhetoric, the regular work is supplemented by the study of a number of masterpieces of English prose style.



A GROUP OF WILLIAMSON COUNTY STUDENTS, IN ATTENDANCE THE SPRING TERM, 1903.

COMPOSITION. A.—Text, Outlines of Rhetoric, Genung. This class meets once a week through the entire year.

RHETORIC.—Text, Forms of Discourse, Cairns. This class meets five times a week through the Fall term. In this class special attention is paid to oral discourse.

LITERATURE.

(C.) English and American Authors. Texts, Painter's Introduction to English Literature, and Matthew's Introduction to American Literature.

(B.) Technique of English Poetry. Text, Corson's Primer of English Poetry, Lanier's Science of English Verse, Sweet's Second Middle English Primer. The work will be supplemented by special studies in Macbeth, first two books of Paradise Lost, and The Princess.

(A.) The first six weeks of the term will be devoted to a study of English Prose style. Texts, Minto's Manual of English Prose Style, and Garnet's English Prose from Elizabeth to Victoria. The second half of the term will be devoted to a study of English fiction. The study will be based upon the following works: Ivanhoe, David Copperfield, Vanity Fair, Silas Marner, Last of the Mohicans, and Marble Faun.

ELECTIVES OFFERED BY THE DEPARTMENT.

(C.) Course in elocution, text, Cumnock.

(B.) Course in Shakespeare, based upon the following plays: As You Like It, Hamlet, and Winter's Fall.

(A.) A six weeks' study of English blank verse, followed by a six weeks' course in English Lyric Poetry.

DEPARTMENT OF
Biology and Physiology

G. H. FRENCH.

BOTANY.

PREPARATORY.—In this Gray's School and Field Book will be the text used. The work will be such as will give the student a knowledge of terms used in speaking of plants, the use of the analytical keys in identifying specimens and some general knowledge of vegetable physiology. This will make a good preparation for higher work in botany, and will be all that is usually required for a teacher's examination. The text-book will be studied to Cryptogamic Botany, page 155.

B BOTANY.—Structural and Symmetrical Botany.—Campbell.

This work will begin with the lowest of the Cryptogams and a detailed study will be made from these to the highest or Phaenogams. As supplementary to this work a systematic classification of the groups studied will be given, either from the blackboard or from charts. This will enable the student to see in brief sentences the relation the different groups bear to each other, and upon what structural characters these differences are based.

The plan of recitation will be on Monday of each week a preview of the week's work in the form of a lecture. The recitation hours of Tuesday, Wednesday and Thursday will be devoted to laboratory work in which the plants of the text, or such of them as are accessible, will be studied biologically and histologically. Friday the hour will be devoted to a quiz of the week's work, either oral or written.

A BOTANY OR PLANT BIOLOGY.—No text-book will be used with this but the work will be wholly laboratory work. It will consist of a systematic study of plants from the lowest up to the highest. For a systematic classification, the blackboard or chart scheme spoken of under B Botany will be used, and at present Dodge's Elementary Biology will be used as a laboratory manual. In addition to the work as given in that, methods of making per-

manent mounts for the microscope will be given and in the higher plants enough of these will be made to enable the student to make a good comparative study of different groups of plants and of different plants in the same groups.

Boyer's Biology Blanks will be used for notes and drawings. Slides, cover-glasses, labels and slide boxes, etc., will be supplied in the laboratory at a moderate cost, and this will be the only laboratory fee.

In our present course A Botany is made an elective study.

ZOOLOGY.

PREPARATORY.—Davenport's Introduction to Zoology.—It was found best to use a text-book in this work and this one was best suited to the needs of this grade of work as a basis for study of the animals that come up from day to day in the lessons. About three-fourths of the recitation hours are laboratory work.

B ZOOLOGY.—Parker and Haswell's Manual of Zoology.—In addition to the use of the charts that have been in use for several years, this year the above text-book has been adopted for home study of the lessons. As before, the microscope will be used in studying the lower forms to illustrate the subjects, and the insects, crustaceans and mussels will be dissected and to some extent studied histologically. In the higher forms the museum will be used for illustration.

A ZOOLOGY OR ANIMAL BIOLOGY.—The same method is pursued in this as in A Botany, no text-book being used, but Boyer's Biology Blanks will be used for notes and drawings, and Dodge will be used for a laboratory manual. There will be less histology work here than in the A Botany, but more of coarse dissection will be necessary.

Like the A Botany work, this is as now arranged in the course, an elective study.

PHYSIOLOGY.

In this, Tracy's Physiology is used as a text-book. The plan of work is on Monday of each week a pre-view of the week's work will be given, which will consist of explanation of points in the text, and of the proposed laboratory work. On Tuesday, Wednesday and Thursday, the class will have laboratory work, and on

Friday a quiz. Usually each alternate week the quiz will be oral, and the next week written. The laboratory work will consist of histology of the principal tissues and organs of the body of some animal or bird, and dissection. The histology work will be the preparation of the tissues for the microscope followed by a study of them. As in the A Botany work, materials for the preparation of mounts will be furnished to each student by the laboratory at a moderate cost.

On entering a class each pupil will be assigned a seat at a table and a drawer for his laboratory material. If a pupil is in two or more classes he should have the same seat and drawer for all the classes.

Besides the regular one term in Physiology, a term of laboratory may be taken extra as an elective, consisting of experimental physiology and more work in histology and dissection.

DEPARTMENT OF PHYSICAL SCIENCES

W. B. DAVIS.

PHYSICS.

The new physical laboratory is now well equipped with excellent working tables made expressly for the Institution. The water and the gas supply is abundant and very convenient for immediate use. By the addition of tools and materials students are enabled to construct their own apparatus. Some things made and used by students are apparatus for the study of levers, balances, pulleys, specific gravity, sound, heat, light, electricity.

In addition to the regular classes, provision is made for those who wish to take the subject out of its regular place in the curriculum. This will be seen by reference to the starred classes in the printed program.

The happy combination of the laboratory and the recitation methods is adopted, about one-half the time being devoted to the discussion and demonstration of (1) phenomena, (2), principles, and (3) laws.

The Institution, almost from the beginning, has been supplied with a good selection of physical apparatus. This has been supplemented annually by the purchase of new and modern pieces, until the school now possesses quite an extensive equipment of illustrative material.

The Board has provided an excellent list of reference books. These are kept in the laboratory for ready use.

C Physics—*Text, Mead.*

In this class the fundamental principles of Physics are demonstrated by actual experiment. Much of the apparatus is constructed by the students, who are urged to suggest ordinary and every day applications of the principles discussed.

The ends sought are two, viz: 1, Familiarity with the simple principles of Physics; 2, Ability to demonstrate them by home-made apparatus. Students are constantly admonished to prepare

for the Observation work in the State Course of Study for the Common Schools.

A note-book is kept by each student in which his notes and drawings are recorded as the experiments are completed. These are bound and at the close of the term each student has the results of his work in compact form.

From a list of books distributed at the opening of the term, each student will select and read at least one. One part of his work is a written report on the book he chooses.

Classes organized each fall and summer term. Laboratory fee one dollar. Alternately elective with physiology.

B PHYSICS.—*Text, Hoadley.*

Along with discussions and demonstrations, practical problems are solved. These combine mathematical with experimental Physics and increase the hold students have upon the subject.

As in the preceding class, students are encouraged to construct apparatus, and in this way are made competent to teach Physics, even if their schools are not fully equipped with instruments for physical measurements and experiments.

The work of this class includes Mass Physics. Fundamental principles are demonstrated by more accurate apparatus than that used by the preceding class. The term's work closes on page 206 of the text.

A note book, similar to that used by the C class, is kept by each student, who thus preserves an accurate account of what work he has done.

From a list of books issued at the opening of the term, each student selects one upon which he prepares a written report as part of the work required.

Classes organized each winter and spring term. Laboratory fee one dollar. Required—two hours per day.

A PHYSICS. ELECTIVE. *Text, Hoadley.*

This class begins where the B class stops and completes the text, hence its work is confined entirely to Ether Physics.

The subject is treated both by class discussion and laboratory experiment. A number of the most advanced and recent books, such as Barker, Hastings and Beach, Ames and Bliss, Thompson, etc., are constantly at hand for immediate reference, thus supplementing the text.

Excellent apparatus is made by each student, and this is the property of the student who makes it.

From a list of books furnished each student on entering the class, he chooses one on which to prepare a written report as part of his term's work.

Classes organized each spring and summer term. Laboratory fee one dollar. Required—two hours per day.

ASTRONOMY.—Elective.—*Text, Todd.*

This text is in accord with the modern ideas relative to laboratory work. Many simple devices are suggested by the author, which aid materially in arousing and fostering the true scientific spirit. Special effort is made that the student may obtain, as soon as possible, a geometrical concept of the celestial sphere.

Less importance is given to memorizing data, than to the exercise of thinking and securing a clear conception of the matchless beauty and grandeur of the solar system, as exhibited in its unity and symmetry and the marvelous precision of motion.

On account of the limitation of time, the study is confined largely to descriptive astronomy. Enough of the mathematical part is introduced to explain the methods of calculation peculiar to the subject, such as determining dimensions, distances, velocities of orbital movements, etc.

The excellent telescope belonging to the Institution is frequently employed in giving the students a view of the objects they are studying, more particularly of the sun and sunspots, the moon's surface, the phases of Venus, Jupiter and his moons, Saturn and his rings. More or less time is devoted to the study of the principal constellations and the more conspicuous stars of each.

From a list given each student on entering the class, he selects at least one book on which to prepare a written report as a part of the term's work.

Elective—Winter term.

CHEMISTRY.—*Text, Williams, Dennis and Whittelsey.*

The new building furnishes the same improved conditions for the work in Chemistry as were named for the work in Physics. The subject is introduced by a number of experiments illustrating the conditions favorable to chemical action. The distinction between elementary and compound substances is dwelt upon.

A careful study of the laws of chemical combinations is required, also a discussion of the atomic and molecular weights,

valency, and specific gravity. This is followed by chemical equations, factors, products, acids, bases, and salts.

Two consecutive hours per day are given to the subject, the first to a recitation upon the text assigned, and the second to strictly laboratory work, using Williams' Manual for a guide.

In the advanced work, two hours per day are given wholly to laboratory work. This enables the student to do much qualitative analysis, and in this way to master the practical side of Chemistry.

Introductory class organized each fall term. Advanced class organized each winter term. The first is required, the second is elective. Each requires two hours' work per day. In each is charged a laboratory fee of one dollar, and a breakage deposit of two dollars. Excess above breakage by each student is refunded at close of term.

MINERALOGY. Elective.—*Text, Foye.*

The latter part of the winter term is given to blow pipe work in connection with wet analysis in Chemistry. In this way is obtained a working knowledge of the common minerals and rocks, and students are made ready for field work in Geology during the following term.

A list of books is offered at the beginning of each term for the student to choose from. A written report on the book selected constitutes part of his work.

GEOLOGY. Elective.—*Text, Brigham.*

The study of Geology is presented as follows: First, dynamical; second, structural; third, historical.

The Institution is admirably situated for the prosecution of field work, as a rapid examination of the State Geological Reports will show.

The material in the museum furnishes excellent specimens of the different varieties of geological formations, typical fossils, and an excellent collection of minerals, and other material necessary for the proper study of the subject.

The student is expected to give special attention to the geological features of his own region, especially to his own county. In this latter phase of the work, the State Geological Reports are freely used.



A GROUP OF JEFFERSON COUNTY STUDENTS, IN ATTENDANCE THE SPRING TERM, 1903.

Southern
Illinois State Normal University.

Because of the relation which the elementary study of Geology bears to the work in the grades of public school instruction, special emphasis is given to its importance from a pedagogical standpoint.

A part of the work of each student is a written report on at least one book chosen from a list provided on the organization of the class.

Classes organized each fall term.

Elective—One hour per day.

DEPARTMENT OF MATHEMATICS

SAMUEL E. HARWOOD.

WM. TROY FELTS, ASSISTANT.

The work in this department is to accomplish three purposes:

1. To give a mastery of the processes and forms of expression in the several subjects.

2. To present the history and pedagogy of each subject. This is the chief value of any branch of study in a normal school.

3. To show the value of each subject in its relations to practical or business life.

To accomplish these purposes, three divisions of mathematical science are used: Arithmetic, Algebra, and Geometry.

ARITHMETIC.

Two Preparatory classes are provided for those who may not be ready for the review required by the regular Normal B class.

This preparatory work is intended to present thoroly the topics named. Pupils who complete it are admitted to the B class.

Those who come to us with certificates should be strong in the following particulars:

1. Power to think clearly. This includes interpretation of problems and is a phase of reading.

2. Accuracy in the processes and in results.

3. Ability to express themselves in good arithmetical forms and with brevity.

4. Skill in rapid mental operations.

5. Power to classify conditions, requirements, processes, and principles involved in problems.

6. Independence in using the book.

7. A knowledge of the "unknown quantity," the equation, and the uses of axioms. This assumes some acquaintance with the rudiments of algebra.

A great many of those who come to us are weak in some one or in all these particulars. This weakness seriously hinders their advance.

(D). This class uses Walsh's Higher Arithmetic and is expected to cover chapters X, XI, and XII.

Emphasis is placed upon accuracy in results and correctness in expression.

(C). This class uses chapters XIII and XIV of Walsh's Higher Arithmetic. The same general requirements are made for clearness, accuracy, and brevity.

(B). First term, First Year.—A thoro review of arithmetic is attempted. The work aims to secure a full knowledge of principles, processes, and forms for expressing the operations. There is a constant search for the underlying principles.

Questions of mind activity and consequent pedagogy are incidental. It is a study of the theory of arithmetic rather than the art.

(A). Second Term, First Year.—This term is given entirely to method in number and magnitude, the history of mathematics, and the current views of number teaching.

ALGEBRA.

Four terms are offered in this subject. Three are required.

(D). This class uses chapters XV and XVI of Walsh's Higher Arithmetic. It is offered in the first term of the first year in the Normal course. The work consists of the rudiments of algebra and constructive geometry.

(C). Junior Year, First Term. Wells' Essentials is the text. Through Simultaneous equations. Outside illustrative and test work. History and pedagogy, as time allows.

(B). Junior Year, Second Term. Through the theory of quadratics. Outside work as before.

(A). Junior Year, Third Term. (Elective.) Proportion, series, bi-nomial theorem, and logarithms.

GEOMETRY.

(C). Senior Year, First Term. Wells' Essentials is used. The work extends to article 269, in third book. Other texts are used as references for additional proofs.

(B). Senior Year, Second Term. Plane geometry is finished.

(A). Senior Year, Third Term. (Elective.) Solid geometry.

In algebra, in addition to ordinary processes and relations, the pupils are led to see its value in training for generalizing.

In geometry, the process of reasoning is emphasized. The demonstration is made not so much for the "Q. E. D." as for discipline in analysis and formal statement of steps by which the conclusions are reached.

Many texts are used for reference, so that additional forms of presentation may be secured and compared.

HIGHER MATHEMATICS.

In the new courses A Algebra and A Geometry are elective.

In addition to these, Trigonometry and the History of Mathematics are offered. Bookkeeping may be had as demanded.

The department has a handsome transit and other necessary apparatus for illustrative work.

BOOKKEEPING.

This branch is now an elective in the fall term of the third year of both courses, and continues throughout the term.

Instruction in Double Entry is given in a practical manner, wherein the day-book, journal, ledger, cash book, bill book, receipts, orders, promissory notes, and drafts are used. Also a bank account is kept, for which pupils prepare deposit slips, draw checks, and have a bank book. The use of revenue stamps is fully exemplified. Accuracy and brevity are required in recording business transactions, journalizing, posting and closing the ledger, preparing a trial balance and balance sheets showing a complete analysis of the business.

Department of Languages

C. E. ALLEN.

J. M. PIERCE, ASSISTANT.

LATIN.

Eleven terms of Latin are required of all pupils completing the Latin course, and an additional term may be taken as an elective for which credit will be given.

The Roman method of pronunciation is used.

First Term (L)—"First Year Latin," Collar and Daniell. About forty lessons are completed during this term.

Second Term (K)—The "First Year Latin" is completed and a thorough review in Morphology and Syntax is given. Special attention is paid to quantity and pronunciation, and in the writing of Latin, pupils are required to mark all long vowels.

Third Term (J)—Easy Latin, Roman History Selections, as given in "Junior Latin Book." Prose composition based on the text, and constant use of the grammar (Bennett).

Fourth Term (I)—Selections from Viri Romae and Nepos. Junior Latin Book. Prose composition daily.

Fifth Term (H)—Selections from Nepos, Junior Latin Book, completed and twenty-nine chapters of Caesar's Gallic War, Book I. Special drill in grammar and daily exercises in prose from Daniell's "New Latin Composition." Study of the Roman army at the time of Caesar.

Sixth Term (G)—Caesar's Gallic War, Book I, completed, and Book II. Prose composition based on the text read.

Seventh Term (F)—Orations of Cicero. First three against Catiline with selections from Sallust's Catiline and prose composition.

Eighth Term (E)—Cicero. The fourth against Catiline with selections from Sallust, the orations for the Manilian Law and the poet Archias. Daniell's Prose Composition.

Ninth Term (D) Ovid.—Selections from the Metamorphoses, about 1,500 verses. Greek and Roman Mythology.

Tenth Term (C)—Virgil's Aeneid. First three books. Scanning and Mythology. Study and recitation on Sellar's Virgil. Prose composition from Part III, of Daniell's Composition.

Eleventh Term (B)—Six books of the Aeneid completed. Sellar's Virgil and prose composition.

Twelfth Term (A)—Cicero. Essays on Old Age and Friendship. Writing of Latin.

GERMAN.

The German course has nine terms of German. Pupils who have had no previous training in the language may enter this course at the fall term.

First Year. Lange's German Method is the text for the first two terms. In the spring term of the first year Storm's Immensee with composition based on the text is used. Light poetry is committed to memory.

Second Year. Baumbach's Im Zwielicht I, Hilern's Hoeher als die Kirche with Hatfield's Composition, Freytag's Die Journalisten, and Riehl's Fluch der Schonheit are read, and Hatfield's Lyrics and Ballads is used throughout the year. Several poems are committed to memory.

Third Year. Schiller's William Tell, Goethe's Hermann and Dorothea, Gore's Science Reader. German composition and memorizing of several lyrics and ballads.

DEPARTMENT OF History and Geography

GEORGE W. SMITH.

FRANK H. COLYER ASSISTANT.

UNITED STATES HISTORY.

(D.) SUB-NORMAL.—*Text, McMaster.* This class will cover the work from the beginning of the text to page 279. The following general subjects will be considered: Discoveries and Explorations; Planting English Colonies; The French and Indians; Struggle for Rights as Englishmen; Founding the Government; Struggle for Commercial Independence; Industrial Development.

(C.) SUB-NORMAL.—*Text, McMaster.* In this term's work the text is finished. Discussion:—Industrial Development; The Struggle with Slavery; The Indestructible Union; The Economic Struggle.

These two terms' work in History will admit to Normal in this study, if the work is well done.

(B.) NORMAL. *Text, Channing.* The work in this class will begin with the political separation of the American Colonies from Great Britain, and will consider as general topics the following:—Formation of State Governments; The Continental Congress; The Confederation; The Constitutional Convention; Organization of the Government under the Constitution; Rise of Political Parties; Material Development; Struggle over Slavery; Secession; Reconstruction.

(A.) NORMAL. *Text, Mace.* It is the purpose of the work in this class to make a brief study of the philosophy of history. To determine the essential elements in historical matter. To arrive at the laws of the organization. To determine the process of historical interpretation. To place an educational value upon the process of historical interpretation. To find laws governing the co-ordination of historical matter when interpreted. And, finally, to apply these laws and processes in organizing the history of the United States into periods, sub-periods, phases, and events.

The following is a brief outline of the

(1.) PHILOSOPHICAL DISCUSSION.

Essential elements of history:
- Form and content.
- Continuity and differentiation.
- Five great institutions—not always co-ordinate.
- Organic unity in institutional life.

Processes involved in organizing history:
- Nature of organization.
- Processes in organization.

Processes of interpetation—forms of thought:
- Positive and negative causes.
- Fundamental and particular.
- Purpose and means.
- Original and second-hand matter.

Educational value of interpretation:
- Integration depends upon common content.
- The mechanical and organic whole.
- Comparison is the basis of integration.
- Value to the historical judgment.
- Ethical value of the process of interpretation.

Process of co-ordination:
- Relation of the particular to the general.
- Need of good judgment in selecting matter.
- The principle—matter is valuable according to the nature of its content.

(2.) ORGANIZATION OF PERIODS OF UNITED STATES HISTORY.

Under this head we analyze the history of the United States and build three periods with an underlying principle for each: 1. Planting local English institutions in America. 2. Development and perfection of the spirit of union. 3. Development of nationality.

(3.) ELEMENTARY PHASES OF HISTORY TEACHING.

Here we discuss the philosophy and methods of presenting history to the lower grades.



A GROUP OF MARION COUNTY STUDENTS, IN ATTENDANCE THE SPRING TERM, 1903.

CIVICS.

NORMAL. *Text, Hinsdale.* It is the purpose of this term's work to broaden the student's notion of man's relation to his fellow men in organized society, and to give him a better knowledge of the institution which regulates this relation.

The Declaration of Independence says governments are instituted among men to secure to the people life, liberty, and the pursuit of happiness, and that whenever any form of government becomes destructive of these ends, it is the duty of a people to abolish that form and institute another.

From this we may infer that the forms of government have much to do in enhancing the efficiency of government itself.

It is therefore essential that the would-be citizen familiarize himself with that agency which, by common consent, secures to each, such precious boons as life, liberty and happiness. These subjects will be considered:—Science of Government; History of the Government in the Thirteen Colonies; Formation of the Union, Continental Congress, Articles of Confederation, Constitutioal Conventions, Ratifying Conventions; Relation of State and National Governments; Nature and Sources of the Constitution; Analysis of the three Departments of Government in the United States.

GENERAL HISTORY.

ANCIENT HISTORY. *Basis, Myers.* This term's work will make a brief survey of the ancient oriental nations and a much more extended study of Greek and Roman history.

The aim of the study of the ancient oriental peoples will be to note the origin and development of the elements of civilization, and to show what the ancient oriental peoples contributed to the general current of world history.

In the Greek and Roman history, a much more extended investigation will be attempted; and as far as our present equipment will permit, the students will be expected to investigate certain phases of the work for themselves. The aim of the work here is to acquaint the student with the best authorities on the work in hand, and to make them self-reliant.

MEDIAEVAL AND MODERN. *Basis, Myers.* This term's work will have much the same plan and aim as that of the preceding

term. The idea is to note the elements that enter into modern history, then trace their development and organization into institutional life—The rise, growth, and decline of the papal power, the revolt of northern Europe against the papacy, forming the religious part of the movement. The rise and growth of political institutions, with special reference to the element of government in the Teutonic people, the influence of Roman govrnment, the feudal form of government, development of the "free cities," rise of absolute monarchies, and finally the rise of the masses in governmental affairs, constituting the other phase of modern life.

ENGLISH HISTORY.—Elective.

This work may be elected in the second term of the third year. The aim will be to trace not only the growth of the English nation, but the development of English institutions. The relation of these to American institutions will be studied.

REFORMATION AND FRENCH REVOLUTION.—Elective.

The purpose here is to trace more minutely the two great events around which cluster all the most important movements which determine modern religious and political institutions.

GEOGRAPHY.

(D.) Sub-Normal. *Text, Frye.* The text will be followed quite closely. The plan of the work being to fix in the mind of the pupil the physical agents at work in modifying the earth's surface, and the physical basis for the climate of any locality. If this work is well done the student is ready to connect therewith the particular activities which are adapted to that region. North America is then taken up and studied in detail. In this work we aim to connect with each distinct region the industrial life which is the result of the physical environment.

(C.) Sub-Normal. *Text, Frye.* The text will be finished in this term. The several continents will be studied from the plan pursued in the study of North America.

(B. Normal. *Text, The Natural.* In this class we study more carefully, man in his relations to his surroundings. The various industrial activities are shown to have a basis in the physical structure and climate.

(A.) NORMAL. *Text,* ———. This work begins with a general discussion upon the following topics:

Subject matter: The organic and the inorganic.
Relation of these two.
Highest form of life.
Means of its development.
Classification of activities.
Spencer's estimate of "science."
Acquisition of adequate concepts.
Dependence of life upon structure and climate.
Relation of the "human" to the "natural" in Geography.

We then take up the Sense Phase of Geography. We discuss briefly the method the child follows in acquiring a large stock of individual images of geographic forms through observation. The relation of Geography to the other studies is emphasized. The disciplinary value of the work of the sense phase is shown.

The Material.
Geographic forms.
Movements.
Meteorology.
Culture agencies.
Industrial agencies.

Next is considered the Representative Phase of Geography. The dependence of this work upon the Sense Phase is shown. The need of close work in the Sense Phase is also pointed out. The accuracy of the image of that beyond the sense grasp depends upon the kind of images we form with the objects before us. The movement in the process of geography work, is shown to be from the individual to the general and then to an individual. The method of transition from the first phase to the second is dwelt upon.

Some time is given to the Rational Phase of Geography. Here we seek for explanations, for reasons. It is shown that this phase depends upon the two preceding stages of the work.

The Geography course in the schools of the land, as well as the course for Illinois as provided by the State Teachers' Association, is examined.

Lesson plans are presented as time permits.

PHYSICAL GEOGRAPHY.

NORMAL. *Text, Davis.* The study of the physical features of the earth in their relation to man and his activities has lately been given a prominent place in the course of study in our best books. The report of the Committee of Ten is largely responsible for this condition.

In the work in this class considerable stress is laid upon the physical agents at work on the earth. In reality the work is that of the Reflective stage of geography study. The text deals with The Earth as a Globe; The Atmosphere; The Ocean; The Lands, etc.

DEPARTMENT OF ART

MATILDA F. SALTER.

DRAWING.

(D.) SUB-NORMAL. Practice will be given in drawing from geometric solids, from simple objects, and from nature.

(C.) Principles of freehand perspective and composition will be studied and application made in the drawing of objects singly and in groups. Practice will also be given in drawing from nature. Some work will be done in construction drawing and in freehand design. Both pencil and ink will be used.

(B.) One-third of this term will be devoted to geometrical drawing and constructive work; one-third to water-color work subjects chosen being from nature and still-life; and one-third to a study of some of the more important styles of historic ornament. Talks will be given on these styles, pictures studied, and a certain amount of reading required. Careful drawings will be made of each style studied.

(A.) In this term methods will be studied—the value of art education and its place in the public schools, plans will be discussed for primary and grammar grade drawing, and much actual work will be done. The purpose is to enable the student to know what and how to teach, and the study is made as practical as possible.

In the English Course a half term will be devoted to freehand drawing from casts and still life in charcoal and ink or water-colors.

BLACKBOARD DRAWING.—Elective.

The demand that the teacher shall be able to draw on the blackboard, rapidly and clearly, for purposes of illustration, has led to the introduction of a term of blackboard drawing. Practice will be given in drawing from objects, from memory, and from imagination. Lessons will be assigned and appropriate illustrations required. This elective is placed in the third term of the third year.

HISTORY OF ART.—Elective.

A study will be made of Architecture, Sculpture, and Painting in order that the student may be made familiar with the masterpieces in these subjects. A text-book will be used as the basis of instruction but this will be supplemented by talks, readings, and pictures. History of Art is offered as an elective in the second term of the fourth year.

PENMANSHIP.

MABEL K. PETERS.

Vertical writing has been taught for several years; particular attention being given to movement exercises. The aim has been to give help in acquiring a plain, rapid handwriting. Some attention will be given to business forms, method work will be introduced so far as practicable. All Sub-Normal students are required to take writing until excused.

Department of Music.

LEOTA KEESEE.

We are recognizing more and more the use and need of music, together with the other branches of culture study, in our public schools. The public schools of the East have, for a number of years, been paying the closest attention to instruction in music, making it one of the *required* branches.

Recently, a prominent educator in our state, in an address, urged upon the teachers before him not only the *importance,* but the *necessity* of cultivating the sympathetic side of the pupil's nature, *i. e.,* cultivation in music and art.

It is with this thought in view, the relative importance of music to the other branches taught in our schools, that we have mapped out the course and given the instruction.

The musical department comprises two lines of work, Vocal and Instrumental. Two terms in Vocal Music are required; the first and second terms of the second year. It is also taught in the grades of the Training School.

VOCAL MUSIC.

In giving instruction in Vocal Music it is the aim to give the pupils an idea of music as a study, of the terms, scales, symbols, tones, etc.

Pupils are taught to read readily at sight and a special effort is made to make the work pleasant and restful as well as instructive. Quartets, glee clubs, and choruses are organized from time to time to furnish music for special occasions, and to give emphasis to the value of vocal training. Vocal music forms a part of the assembly exercises which are held daily in the large Assembly Hall.

INSTRUMENTAL MUSIC.

The Instrumental branch of the Department of Music offers instruction on the piano (primary or advanced work)and also a course for advanced pupils in Harmony and Composition.

PHYSICAL TRAINING

ARIZONA LUFKIN.

The course in physical training aims to give the students the physical exercise they need for their personal well-being and to furnish them with a system of school gymnastics and with the principles governing physical education. So far as practicable, these personal and professional aims are reached by the same exercises.

The most immediate aims are the health and recreation of the students in their daily work. A more remote, but still very important end, is the neuro-muscular training which educates the whole body to be an efficient and faithful servant of the mind.

Physical training is required of students in the Sub-Normal Department and in the first year Normal, and is optional with other students. A large gymnasium, well-equipped with American light apparatus, and with German and Swedish stationary apparatus, offers ample opportunities for indoor exercise and class drills. The spacious campus affords adequate facilities for outdoor sports. The young men have baseball and football teams, which are subject to the regulations of the Department of Physical Training. Track athletics are engaged in by those who prefer individual exercise, and a number of tennis courts have recently been laid out.

No pains and expense have been spared to make physical training attractive and all students are encouraged to devote a part of their time to such exercise. Gymnasium games, like basket ball and volley ball, constitute an important part of the regular course.

For class work, all students are required to provide themselves with gymnasium slippers and the young women wear a special costume which affords the necessary freedom of movement and saves their ordinary dresses.

Students who have not completed the requirements, but have been excused from gymnastics on presenting a physician's certificate



A GROUP OF JOHNSON COUNTY STUDENTS, IN ATTENDENCE THE SPRING TERM, 1903.

of disability, or for other special reason, will be required to be present at class exercises one hour a week.

Special instruction is given in showing the need of physical exercise, of the proper care of the body and the relation between the physical and mental activities of the human being.

LIBRARY

MINNIE J. FRYAR, LIBRARIAN.

The school has a complete set of books of reference—cyclopedias, biographical dictionaries, gazetteers, atlases, etc. Some of these are placed in the assembly hall, and in the several recitation rooms, so that the students may more conveniently consult them at any time.

The library and reading room occupies a spacious room on the ground floor of the library and science building and contains at present 17,169 volumes, including a professional library for teachers. This number is yearly increased. Besides these books in cases the library is supplied with about 100 of the best current magazines and papers, both American and English. To these the students have free access. At the close of each year the volumes of magazines are bound, after which they are regularly entered and placed on shelves along with the other books.

CLASSIFICATION AND CATALOG.

The books are classified and arranged on the shelves according to the Dewey decimal system. Each book has a class number ranging somewhere between 0 and 999. Of these numbers there are ten general divisions as follows: General works, 000-099; Philosophy, 100-199; Theology, 200-299; Sociology, 300-399; Phiolology, 400-499; Natural Science, 500-599; Useful Arts, 600-699; Fine Arts, 700-799; Literature, 800-899; History (including Biography, Geography and Travels), 900-999. Each book bears a label, upon which is written the class number and the first three letters of the author's name. Books having the same number are grouped together and arranged alphabetically by the letters on the lower side of the label.

The library contains now a complete dictionary card catalog of authors, titles, and subjects. All readers have unrestricted use

of the catalog. The subject cards are particularly helpful, for they index not only the subject-matter of books as a whole, but also important chapters and parts of books. A good library catalog is invaluable. It makes the knowledge contained in books vastly more useful because more accessible.

RULES AND REGULATIONS.

The library is open from 8:15 to 4:00 each school day and from 9 to 12 a. m., on Saturdays.

Pupils reading in the library are expected to enter the room at the beginning of the hour and remain until its close, unless excused.

Two books (provided only one is fiction) may be taken at a time and then renewed for two weeks, when there is no special demand for the books. Some of the books especially helpful for class work may be kept out for one night only.

Cyclopedias and general reference books, magazines and other periodicals are not taken by students from the library.

All books must be charged at the librarian's desk before being taken from the room.

When a book is returned it should be left on the librarian's desk, with a slip of paper bearing the name of the person returning the book inside the front cover.

Conversation and conduct inconsistent with quiet and order are prohibited; this applies to intermissions as well as school hours.

At the beginning of each term new students are formed into classes and instructed in the use of the library. Additional library talks are given each term for the benefit of older students.

Department of Training

J. T. ELLIS, SUPERINTENDENT.

This department consists of eight grades, corresponding to the eight grades of the public schools of the state. In these grades the students of the Normal department do most of their teaching. This is done under the immediate supervision of the superintendent of the department and the training teachers, namely:

J. T. Ellis, superintendent, also training teacher, Grammar Department, and principal of High School.

Adda P. Wertz, training teacher, Intermediate Department.

A. Esther Wilson, training teacher, Primary Department.

Mabel K. Peters, assistant in High School.

Because of some changes made in the course of study of the Practice School and some unsolved problems connected therewith, no course is herewith outlined. It is hoped that in another year the plan will be matured which contemplates a closer union between the several departments of the Normal proper and the Training School, both in the selection of teachers and the methods of teaching.

PRACTICE TEACHING.

Three terms of practice in teaching are usually required of all who complete the course of study. This teaching is largely done under the supervision of experienced training teachers. Each pupil-teacher assumes the entire charge of a class, and is responsible for its progress in one subject for the term. He is required to prepare in advance plans of work for the week. These plans are corrected and criticised by the training teacher in charge. All classes are under constant supervision, and friendly criticisms and advice are given daily.

Teachers' meetings are held weekly, at which the work of different grades, methods of school management, and the application of pedagogical principles are freely discussed.

The time for practice teaching is definitely located in the courses of study, but the superintendent of the training school is empowered to assign this work when in his judgment the service is needed and the student is qualified to take charge of a class.

AGREEMENT TO TEACH.

Those who receive free tuition are required to agree to teach in the schools of Illinois as many months as they are students in the University, provided an engagement to teach can be obtained with reasonable effort. This is a serious pledge, and should not be lightly taken. Students are required to report to the President of the University every year until this agreement is fulfilled; and, also, in case they enter permanently any other profession, to refund the tuition so received. Graduates, especially, are required to make an annual report of their work and place of residence.

The following is the form of the agreement required:

"In consideration of gratuitous instruction received in the Southern Illinois State Normal University, I pledge myself to teach in the public schools of this state for a time not less than that covered by my attendance on the school; however, this pledge shall be void provided engagements to teach cannot be secured by reasonable effort. And I hereby agree to report annually to the President of the University, stating the number of months taught, until this pledge is fulfilled. In case I permanently engage in some other occupation, and do not teach the required number of months, I promise to pay the difference between the regular tuition and the incidental fee for the remaining time."

LITERARY SOCIETIES

ZETETIC AND SOCRATIC

During the first term of the first year of the Institution the Zetetic Literary Society was organized. Later in the year a sister organization was planned for and in due time was thoroughly established and christened the Socratic Literary Society. Not many years since two new societies were organized by the faculty, but it seemed difficult for them to compete with the older ones, because of their prestige of age and historical advantage, so in the course of a few years they were disbanded. Since then the two remaining organizations have met the demands of the school. These have a large membership and are well attended.

During the early part of the spring term of 100 they gave a joint exhibition which netted them each a neat little sum, which was added to their general funds from which each appropriated fifty dollars toward the purchase of suitable stage fixtures for the Assembly Hall, consisting of a beautiful curtain, flies, wings, and an elegant frame structure for supporting these.

The most elaborate exhibition of what these societies are able to do is annually given to the public during Monday and Tuesday evenings of Commencement week.

The varied programs of these literary societies add very materially to the work of the English department in securing additional practice in the delivery of original and other matter, and in the opportunity for becoming acquainted with parliamentary usages, thus fitting the Normal student for more intelligent service in the community where he may labor.

The faculty and Board of Trustees foster with much care the best interests of these valuable adjuncts to the literary work of the Institution. Their usual time of meeting is on Friday evening of each week in halls elaborately furnished by the University and the members themselves.

STANDARD OF INTELLECTUAL AND MORAL CHARACTER.

When it is evident that one who has taken the pledge to teach can not for any reason become a good teacher, it becomes a duty to advise him to withdraw from the school or to require the payment of tuition.

It should also be understood that the Institution does not receive, nor retain, students whose immoralities render them unfit associates for the young people who attend this school.

The requirement that new students shall present testimonials of good reputation and character is not a mere formal request, but a matter vitally connected with the good order and the progress of the school. It is a helpful influence for a young person to know that some one has vouched for his character. He strives to be worthy of such endorsement, and endeavors to sustain the good word of friends.

ACCREDITED HIGH SCHOOLS.

For some years the Southern Illinois Normal has used the list of accredited High Schools prepared by the University of Illinois. In cases where the entire course in these High Schools is well and favorably known a credit of one year is allowed to students holding diplomas from a three-year course; and where a student has graduated from a four years' Latin course, a credit of two years is granted.

CREDITS ALLOWED AT THE UNIVERSITY OF ILLINOIS.

Plans have matured which will entitle holders of diplomas from the Southern Illinois Normal University to some specific credits. It may be stated in general terms, that those who select the stronger electives and their records are good may usually be able to complete one of the University courses in two years.

TEXT-BOOKS

American Literature—Hawthorne and Lemmon, Mathews.
Algebra—Wells' Essentials, Milne.
Arithmetic—Hall, Part III; Beman & Smith.
Astronomy—Todd.
Bookkeeping—Williams and Rogers.
Botany—Gray's School Field Book, and Campbell.
Chemistry—Williams, Dennis and Whittelsey.
Civil Government—Hinsdale.
Elocution—Cumnock.
English—Hinsdale.
English Literature—Painter, Corson, Minto, Lynch, McNeil, Lanier.
Geography—Frye and Natural.
Geology—Brigham.
Geometry—Wells' Essentials of Plane and Solid.
German—
German Method—Lange.
Immensee—Storm.
Fluch der Schoenheit—Riehl.
Im Zwielicht—Baumbach.
Hoehr als die Kirche—Von Hillern.
Die Journalsten—Freytag.
Science Reader—Gore.
Wilhelm Tell—Schiller.
Hermann und Dorothea—Goethe.
Lyrics and Ballads—Hatfield.
Grammar—Buck's Elements.
Buck's Grammar.
Greek—First Greek Book—White.
Anabasis—Harper and Wallace.
Prose Composition—Harper & Castle.
Iliad—Seymour.
Grammar—Goodwin.



BASKET BALL TEAM AT REST.

History—American—Channing and McMaster.
English ————.
General—Myers.
Latin—"First Year Latin"—Collar and Daniell.
A Junior Latin Book—Rolfe and Dennison.
New Latin Composition—Daniell.
Cicero—D'Ooge.
Cicero—Essays—Kelsey.
Vergil—Greenough and Kittredge.
Latin Grammar—Bennett.
Ovid—Peck.
Methods in History—Mace.
Mineralogy—Foye.
Orthography—"National Speller and Word Book."
Pedagogy—Hewitt, and Halleck.
Compayre's Psychology Applied to Education.
Rosenkranz's Philosophy of Education.
White's Art of Teaching.
Penmanship—Merrill.
Phonics—DeGarmo.
Physical Geography—Davis.
Physics—Mead, and Hoadley.
Physiology—Tracey.
Psychology—McLellan and Dewey, Putnam, Davis.
Rhetoric—Genung, Cairus, Scott & Denney.
Trigonometry and Surveying—Wentworth.
Vocal Music—Normal Course (Tufts & Holt).
Word Analysis—Swinton.
Zoology—Holder (B); Dodge (A).

Roster of Students

The figure following the name indicates the number of terms which the teacher has taught in the Practice Department during this school year:

Allen, Maude.....1
Ballard, Sanford E.....2
Bellamy, John G.....1
Black, J. Taylor.....1
Bourchier, Clarence.....2
Bowyer, Emma.....2
Brainard, Jessie.....1
Brandon, Grace.....1
Brubaker, Loren.....2
Burgess, Lena.....1
Craig, Harriet E.....1
Crow, Eleanor.....2
Entsminger, Edith.....2
Etherton, Homer.....2
Halstead, Bessie.....1
Halstead, Nora.....2
Hawkins, May.....2
Hogendobler, Lula.....1
Howe, Lola.....1
Hughes, Lettie.....2
Hunsaker, Andrew F.....2
Hunt, Ada.....1
Johnson, Edith.....1
Jordan, Roy.....1
Kavanaugh, Eva.....1
Kendall, Nannie B.....1
Lee, Arthur.....1
Lightfoot, Ella.....3
Mannen, Lela.....2
Martin, Rollo.....1
Montray, Bertha.....1
Parks, J. L.....1
Rieger, Josie.....2
Rogers, Gay.....1
Scott, Lola.....1
Skaggs, Ambrose.....1
Smith, Hazel.....1
Stevenson, John A.....1
Stinson, Emma.....1
Spence, Grace.....1
Storm, Grace.....1
Spiller, Pearl.....1
Strickland, Laura.....1
Teeter, Robert.....1
Thompson, Curtis.....1
Thompson, Lavern.....1
Thornton, Blanche.....1
Toler, Lillie.....2
Welch, May.....½
Wells, Ida.....1
Wilkins, Roy.....1
Wyatt, Roscoe.....2
Bowyer, Emam.....2

POST GRADUATES AND SPECIAL STUDENTS.

NAME	RESIDENCE
Brush, Bessie	Carbondale
Davis, Clara	Carbondale
Ellis, Beulah Nowland	Carbondale
Hester, Edna	Carbondale

SENIORS.

NAME	RESIDENCE
Ballard, Sanford E	Pinckneyville
Bellamy, John G	DuQuoin
Bowyer, Emma	Carbondale
Brubaker, Loren E	Salem
Crow, Eleanor	Carbondale
Ellis, Winifred M	Cairo
Gibson, Anna L	Sparta
Hiller, Jacob	Cisne
Hunsaker, Andrew F	Cobden
Lee, Ardell A	Carbondale
Lee, Chester Arthur	Carbondale
Lightfoot, Ella	Carbondale
Martin, Rollo A	Osage
Muckelroy, Renzo	Carbondale
Teeter, Lillian	Carbondale
Thompson, Lavern	Olney
Wyatt, Roscoe D	Salem

NORMAL.

NAME	RESIDENCE
Abernathy, Robert	Alto Pass
Adams, Ambrosia	Tamaroa
Adams, John P	Marion
Aldridge, J. H	Aldridge
Allen, John H	Ashley
Allen, Maude W	Carbondale
Alvis, Bennet	Cartter
Arnold, Otto C	Alto Pass
Baldwin, Mamie M	Irvington
Ballowe, May	Vienna
Bauman, Chas	Olney
Batson, Sylvester	Carbondale
Beckemeyer, Albert	Buxton
Bechtoldt, Joseph E	Belleville
Berlin, Chas. E	Claremont
Black, Jas. T	Crab Orchard
Black, Roy	Crab Orchard
Black, Vinnie E	Lake Creek

NAME	RESIDENCE
Blain, Eva	Gallagher
Blanknship, Andrew D	Eldorado
Blankinship, Grace	Cartter
Boals, Carrie	Makanda
Boley, Roscoe	Calhoun
Bond, Beulah	New Hope
Bond, Marguerite	Mt. Vernon
Bond, Robert G	New Hope
Bond, Ruby	Mt. Vernon
Bond, Theresa M	Mt. Vernon
Bonham, Archie J	Augusta, Ark.
Bonham, Golda R	Augusta, Ark.
Bonham, Welcome H	Augusta, Ark.
Bourchier, Clarence	Carbondale
Bourne, Cora	Wynoose
Bowlby, Joel M., Jr	Carbondale
Bozarth, Lora C	Stone Fort
Brainard, Jessie	Carbondale
Brandon, Grace	Makanda
Breeze, Mary	Irvington
Brown, Anna R	Chester
Brown, Mabel M	Chester
Brown, Maude M	Pinckneyville
Brown, L. Watson	Anna
Brush, Alice C	Carbondale
Buckley, Elizabeth	Olney
Burgess, Lena	Lake Creek
Campbell, Emma Ethel	Carbondale
Campbell, Susan B	Marissa
Cary, L. Blanche	Carbondale
Casey, Cleva	Woodlawn
Casey, Cora A	Woodlawn
Cavender, Durie E	Rosiclare
Chester, Emma	Ozark
Chism, Joseph E	Cedar Bluff
Coleman, Francis J	Oakville
Compton, Daisy L	Keensburg
Corgan, W. M	Tamaroa

NAME	RESIDENCE
Corley, Alta	Marion
Coulter, Elizabeth	Oakdale
Cowan, John O	Vienna
Cox, Henry L	Ozark
Cox, Loyd F	Ozark
Cox, Wm. C	Temple Hill
Cox, Zo Alpha	Temple Hill
Crabtree, Loren	Cairo
Craig, Harriet	Swanwick
Crane, Mame	Centralia
Cromeenes, Reuben	Rose Bud
Cross, Mary L	Equality
Cross, Wallace J	Campbell Hill
Crossland, Joe	Hailewell, Ky.
Crow, Foster	Carbondale
Crow, Nathaniel	Carbondale
Cruse, Emma	Carterville
Cummins, Thos. A	Boaz
Curtis, Fay	Carbondale
Davis, A. Clara	Carbondale
Davis, Arthur G	Harrisburg
Davis, John	Mill Creek
Dees, Jesse W	Waltonville
Deniston, M. C	Carbondale
Dickerman, Percey	Ashley
Dillow, Francis	Anna
Dinwiddie, Eva P	Woodlawn
Dorris, Truman	Harrisburg
Duncan, Bruce F	Elizabethtown
Dunlap, Barton A	Equality
Ellington, John W	Lindsey
Ellis, Beulah N	Carbondale
Ellis, Frank S	Anna
Ellis, Paul	Anna
Entsminger, Edith V	Carbondale
Etherton, Delia	Murphysboro
Etherton, Homer D	Carbondale
Etherton, Julia W	Carbondale

NAME	RESIDENCE
Etherton, Lewis W	Carbondale
Evans, Ed	Carbondale
Evers, Luther L	Hillerman
Fairless, Wm	Bloomfield
Farthing, Floy E	Odin
Farthing, Grace E	Odin
Felts, Geo. W	Lake Creek
Felts, Harvey A	Lake Creek
Files, Henry L	Mill Shoals
Foley, Mattie	Carbondale
Forsyth, Donald	Carbondale
Forsyth, Willfred	Carbondale
Fox, Eldo R	Carbondale
Freeman, Amelia J	Rentchler
Funkhouser, John C	School
Garrison, Arnold	Garrison
Goddard, Frank	New Burnside
Gore, Don Carlos	Curry
Gossett, Edmona T	Norris City
Grater, Harry	Carbondale
Gresham, Cora	Harrisburg
Groner, Otto	Dongola
Grubb, Fred	Noble
Hall, Cloyd C	Walpole
Hall, Winifred	Steeleville
Halstead, Bessie	Carbondale
Halstead, Ethel	Carbondale
Halstead, Floy E	Carbondale
Halstead, Nora	Carbondale
Harper, Lizzie N	Mt. Vernon
Harwood, Oline F	Mt. Vernon
Harvey, Owen	Wayne City
Hatcher, Myrtle	Percy
Hawkins, Hattie	Beechwood
Hawkins, Mattie	Mt. Vernon
Hawkins, May	Beechwood
Hawley, Flora G	Levings
Hayden, Bessie	Carbondale

NAME	RESIDENCE
Hays, Herbert A	Elkville
Hays, Wliliam L	Elkville
Heaton, Ed. M	Stonefort
Henry, Fred H	Noble
Henry, Katie	St. Jacob
Henson, Cora	Lake Creek
Hester, Edna	Carbondale
Hicks, Clara	Ora
Hicks, Elizabeth	Ora
Higgason, John C	New Hope
Hill, Raymond	Marissa
Hiller, Emma	Cisne
Hiller, Ernest	Cisne
Hiller, Rolla	Cisne
Hogendobler, Lula	Villa Ridge
Holder, Arthur	Carbondale
House, Anna	Murphysboro
Houser, Jessie D	Ashley
Howe, Lola	Olney
Howell, Ethel H	Carbondale
Hughes, Lettie	Carbondale
Hull, Ira	Calhoun
Hunt, Ada	Mt. Vernon
Hunt, Bertha A	Mt. Vernon
Hurst, Minnie	Jonesboro
Inman, Rose D	Louisville
Jackson, Cricket	Olney
Jackson, Ira L	Ozark
Jackson, Frank B	Carbondale
Johnson, Edith E	Carbondale
Johnson, Nina	Carbondale
Jocelyn, Cornelia	Cairo
Jones, Clarice	Carbondale
Jordan, Roy	Rinard
Karraker, Carrie K	Dongola
Kavanagh, Eva	Carbondale
Keen, Raab	Six Mile
Kell, Lester	Kell

NAME	RESIDENCE
Kell, Sherman L	Kell
Kell, Wylie L	Kell
Kelley, Artie	Canaville
Kemper, Fred W	Okawville
Kendall, Nannie B	Cobden
Kirk, Bonnie Lee	Carbondale
Kirk, Donald Dee	Carbondale
Kisner, Geo. W	Brownsville
La Rue, Claude	New Burnside
Lacy, Monroe	Grinnell
Lane, Leroy	Flora
Leary, Frank	Vienna
Lee, Elmo W	Tamaroa
Leigh, Ora M	DuQuoin
Leilich, Edward P	New Athens
Lewis, John H	Carbondale
Lewis, Mabel	Carbondale
Lightfoot, Anna	Carbondale
Ligon, Georgia	Benton
Lindsay, Alvin F	Grayville
Lipscomb, Geo. W	Welga
Lockman, Lola M	Dongola
Lowry, Jessie	Nashville
Mannen, Edith	Waltonville
Mannen, Lela	Waltonville
Marberry, Dan. T	Reevesville
Marberry, Wm. L	Reevesville
Martin, James	Cypress
Mason, Tice D	Bone Gap
Matthews, Anna H	Odin
Matthews, Frank A	Odin
Maulding, Ida	Belle Prairie
Maxwell, Ella	Oakdale
Maxwell, Oliver G	Oakdale
May, Etta	Ozark
McCarthy, Pearl	Carbondale
McClanahan, Henry F	Grantsburg
McClure, Verda	Carbondale

NAME	RESIDENCE
McConnaughhy, W. S.	Elm Branch
McCue, John E	Shawneetown
McElhanon, Lora M	DuBois
McEvilly, Walter T	Claremont
McGinnis, Chas A	Reevesville
McIntyre, Norman	Swanwick
Michaels, Nellie L	Carbondale
Mifflin, Lusco	Crab Orchard
Miller, Douglas	Elizabethtown
Miller, Edwin B	Nashville
Miller, Stacey	Carbondale
Mills, Archie O	Ganntown
Moore, Clifford	Calhoun
Morgan, Bessie	Murphysboro
Morgan, Geo. W	Piggott, Ark.
Morray, Gussie	Bloomfield
Moutray, Bertha	Springertown
Murphy, Pearl	Oakdale
Musgrave, Carrie	Anna
Musgrave, Lena	Anna
Nance, Isabel	Carbondale
Neuling, Harry J	Ellis Grove
Newell, Fred	Shawneetown
Otrich, Chas. O	Anna
Ozment, Anna	New Hope
Ozment, Lettie	New Hope
Parkinson, Raymond	Carbondale
Parks, J. L	Carbondale
Parrish, Mae W	Murphysboro
Peace, Chas. E	Kell
Peace, Mattie E	Kell
Perry, Cecilia M	Carbondale
Phelps, Lena M	Carbondale
Pickles, Anna	Regent
Pickles, Ella	Regent
Pinkerton, Anna	Swanwick
Presson, Lester A	Carbondale
Presson, Minnie L	Carbondale

NAME	RESIDENCE
Ragland, Pluma	Tamaroa
Ransom, Riley A	Columbus, Ky.
Reed, Oliver M	Carbondale
Rees, Rollie	DeSoto
Rendleman, Chas	Carbondale
Renfro, Daisy D	Carbondale
Renfro, Julia E	Metropolis
Ridgley, Dow A	Parkersburg
Rieger, Josie	Pinckneyville
Rigdon, Henry D	Herrin
Roberts, Flora	Corinth
Roberts, Jette E	Mt. Vernon
Robinson, Hugh	Murphysboro
Robinson, Joseph H	Murphysboro
Rogers, Gay	Carbondale
Ruddick, Mae P	Norris City
Saltus, Chas. N	Carbondale
Schmallhausen, Ella	Olney
Schrader, Benjamin	Tamaroa
Scott, Lillie	Brownfield
Seiber, S. J	Cartter
Seiler, Ulrich	Olney
Sheldon, John C	Woodlawn
Shryock, Bessie	Elnora, Ind.
Simpson, J. Robert	Sanburn
Skaggs, Alma	Marion
Skaggs, L. Ambrose	Marion
Skaggs, Ora	Marion
Skinner, Orna W	Hamlin, Ky.
Smith, Dean S	Carbondale
Smith, Clyde L	Carbondale
Smith, Edna R	Chester
Smith, Elsie	Murphysboro
Smith, Gertrude M	Chester
Smith, Grace L	Sand Ridge
Smith, Hazel	Carbondale
Smith, Minnie E	Carbondale
Smith, Phebe	Carbondale

NAME	RESIDENCE
Sons, Walter C	Fairfield
Southern, Chas	Wetaug
Soward, Clarence E	Rosiclare
Soward, Millie O	Rosiclare
Spence, Grace	Carbondale
Spence, Mamie	Carbondale
Spiller, Pearl	Benton
Spiller, Theresa	Carbondale
Springer, Chas. F	Makanda
Sprague, Jessie	Cutler
Springer, Wm. E	Makanda
Spurlock, Amos H	Mt. Vernon
Starzinger, Albert	Carbondale
Stearns, Hattie A	Carbondale
Stephens, Maggie	Carbondale
Stevenson, John A	Cobden
Stewart, Mabel	Carbondale
Stinson, Emma	Fairfield
Stiritz, Eda G	Lake Creek
Storm, Grace	Carbondale
Stotlar, LeRoy A	Herrin
Stotlar, Pearl	Herrin
Stotlar, R. R	Herrin
Strickland, Laura	Sheller
Sumner, Azalia	Vienna
Swan, Monroe	Crab Orchard
Taylor, Chas. Harold	Carbondale
Taylor, Hodge S	Carbondale
Taylor, Ralph	Carbondale
Teeter, Robt. W	Carbondale
Temple, H. W	Carbondale
Temple, Lollie M	Carbondale
Templeman, Geo	Mayberry
Thompson, Curtis M	Makanda
Thompson, Frank G	Golconda
Thompson, George	Marion
Thompson, Willie	Pond

NAME	RESIDENCE
Thornton, Alfonzo D	Goreville
Thornton, Blanche	Carbondale
Thornton, Golda	Carbondale
Throgmorton, Arthur	Ozark
Throgmorton, E. Franklin	Ozark
Toler, Lillie	Carbondale
Toler, Sam W	Carbondale
Trammel, Cynthia J	Stonefort
Turner, Herbert H	DuQuoin
Vancil, Mollie	Carbondale
Walther, J. A. B	Golconda
Watkins, Wm. P	Metropolis
Welch, Mae	Middlepoint
Weldy, Robert de Vore	Beechwood
Weldy, Orpha M	Beechwood
Wells, Ida	Salem
Wham, Fred L	Cartter
Wham, Maude	Cartter
Whitacre, Myrtle	Carbondale
Whitacre, Oscar W	Carbondale
Whitlock, Stella C	Dix
Whitlock, Versa E	Dix
Whitlock, Walter H	Dix
Wieder, Mary K	Mascoutah
Wiley, Fannie M	Carbondale
Wilkins, Roy	Kell
Wilkinson, J. M	Cypress
Wilson, R. Elmer	Iuka
Wilson, Ruth G	Ava
Wilson, Wm. M	Elm Branch
Wilson, Wm. P	Ava
Wise, Geo. N	Stone Fort
Woods, Melissa	Murphysboro
Wood, Willie J	Woodlawn
Zimmerman, Madge M	Centralia

SUB-NORMAL.

NAME	RESIDENCE
Baxter, Blanche	Carbondale
Bell, James F	Kell
Bennette, Amanda E	Carterville
Bleisch, Frank	New Athens
Boles, Chas	Crainville
Bonham, Raymond	Augusta, Ark.
Bovard, Beulah	Mason
Brandenburger, Julius	Smithton
Brown, Raleigh	Cypress
Calhoon, W. Allen	Ozark
Campbell, Emma Ethel	Carbondale
Clark, Claud V	Leo Rock
Coleman, Blond	Carterville
Coleman, James P	Carterville
Crane, Eliabeth	Centralia
Crow, Foster	Carbondale
Curtis, Earl	Carbondale
Davis, Elizabeth H	Carbondale
Dees, Harry	Waltonville
Dillinger, W. H	Carbondale
Dry, Paul M	DuQuoin
Easterly, Edward R	Grand Tower
Elliott, Alma D	Carbondale
English, Clark	Centralia
Ennis, Chas	Carbondale
Etherton, Ada	Murphysboro
Etherton, Irvy R	Carbondale
Etherton, Lucy	Carbondale
Etherton, Maud	Makanda
Etherton, Minnie L	Carbondale
Etherton, Nora	Makanda
Evans, John	Carbondale
Gain, Walter	Cartter
Gambill, Ida C	Marion
Gambill, W. H	Marion
Gent, Willie D	Carbondale
Gower, Lydia	Carbondale

NAME	RESIDENCE
Grantham, Alma M	Carbondale
Grater, Anna	Carbondale
Gurley, Lydia	Carbondale
Hagler, Bessie A	Murphysboro
Hall, Abbie	Walpole
Hayes, Jay	Carbondale
Heilig, Lizzie M	Pulaski
Henson, Sylvia	Lake Creek
Hight, Robert J	Vienna
Hiller, Hulda	Cisne
Hiller, Maud	Cisne
Hindman, Dennis	Anna
Dinkle, Homer M	Dongola
Hopkins, David L	Makanda
Hopkins, Maurice	Bosky Dell
Howell, Chas. M	Wartrace
Huggins, Ivan G	Cutler
Hughes, Louis D	Carbondale
Hunt, Carrie	Brookport
Ingram, Geo. Jr	Olmsted
Janes, Joseph C	Carbondale
Jenkins, Alice K	Carbondale
Johnson, Chas. W	Eldorado
Kane, Chas. R	Murphysboro
Kavanagh, Mabel M	Carbondale
Kimbro, Dennis E	Lick Creek
Krost, Ernest	Shattuc
Lee, Emmett	Salem
Leeright, Bettie	Murphysboro
Lindsey, Beulah	Samoth
Lindsey, Elora	Oakville
Lindsey, Winnie	Oakville
Lingle, J. Andrew	Cobden
Lipe, Charlie	Bosky Dell
Lipe, May	Carbondale
Mackey, Oliver	Vienna
Marmaduke, Lula E	Carbondale
Marmaduke, May	Carbondale

NAME	RESIDENCE
Matthews, W. B	Centralia
McCue, Allen	Shawneetown
McCue, Clara	Shawneetown
McLaughlin, Joseph	Cartter
McNeill, Tempy	America
Metz, Lynn	Carbondale
Mozley, John L	Vienna
Muse, Marie	Carbondale
Naumann, Rose M	Carbondale
Neber, Ernest	Carbondale
Neely, Kate	Carbondale
Norris, Nina	Marion
Nurnberger, F. H	Baldwin
Otrich, Fountain	Anna
Palmer, Wm. R	McClure
Phillips, Ethel	Carbondale
Porter, Edith A	Murphysboro
Putnam, Grace J	Carbondale
Randell, Nannie A	Richview
Rendleman, Bessie	Makanda
Roberts, Chas. F	Etherton
Roberts, Hallie	Corinth
Roberts, Stelsa L	Joppa
Robertson, Maude	Buncombe
Robinson, Ross	Mt. Vernon
Rose, William	Tamaroa
Rush, Ora	New Hope
Savitz, William H	New Hope
Schwartz, George	Carbondale
Simons, Maud	Carbondale
Slagle, Nellie T	Carbondale
Spiller, Theresa	Carbondale
Sponsler, Alvin	Carbondale
Starks, Albert	Makanda
Thompson, Mabel C	Carbondale
Walker, James	Wartrace
Waller, Edgar	Murphysboro
Waller, Joseph	Murphysboro

NAME	RESIDENCE
White, Wm. D	Equality
Whitlock, Bertha	Tamaroa
Williams, Oliver	Wynoose
Winchester, Dallas	Carbondale
Winchester, Denver	Carbondale
Winchester, Hallie	Carbondale
Wright, Geo. H	Helena
Wright, Silas C	Calhoun

HIGH SCHOOL.

NAME	RESIDENCE
Bowyer, Mabel M	Carbondale
Curtis, Harry C	Carbondale
Etherton, Leona	Carbondale
Etherton, Ruby	Carbondale
Foley ,Mattie	Carbondale
Harshaw, David	Carbondale
Hester, Herbert H	Carbondale
Hiller, Rolla	Carbondale
McKinney, Edna	Carbondale
Mitchell, John	Carbondale
Tygett, Roscoe	Carbondale
Willson, Edith	Carbondale

GRAMMAR.

NAME	RESIDENCE
Allen, Mary Brooks	Carbondale
Arnold, Ralph	Carbondale
Bourchier, Nellie E	Carbondale
Brush, Rap	Carbondale
Bullock, Edwin C	Carbondale
Butler, Mary	Carbondale
Chamness, Clyde	Marion
Dickens, Glenn E	Carbondale
Etherton, Everette	Carbondale
Evans, Ed	Carbondale
Fitzgerald, Ola	Carbondale
Fox, Wilfred	Carbondale



BASKET BALL TEAM IN ACTION.

NAME	RESIDENCE
Gregory, Stella	Carbondale
Hayes, Genevieve	Carbondale
Holland, Theodore	Carbondale
Hooker, Estelle	Carbondale
Howell, Merritt	Wartrace
King, Artie M	Golconda
Lewis, Fern	Carbondale
Lewis, Orman	Carbondale
Merrymon, Walter	Carbondale
Metz, Ina	Carbondale
Mitchell, Jennie	Carbondale
Muse, Clarence	Carbondale
Newsome, Hazel	Marion
North, Edgar	Carbondale
Parkhill, Cornelia	Carbondale
Parkhill, Elliott	Carbondale
Risby, Effie	Posey
Shelton, Nina	Carbondale
Simons, Edith	Carbondale
Simons, Ida M	Carbondale
Smith, Helen	Carbondale
Taylor, Edna	Carbondale
Taylor, Will T	Carbondale
Walker, James	Watrace
Waller, Elsie	Murphysboro
Wilson, Bertha	Carbondale
Winters, Helen J	Carbondale
Woods, Harry	Carbondale

INTERMEDIATE.

NAME	RESIDENCE
Adams, Blanche	Carbondale
Adams, Ella	Carbondale
Allen, Alfred	Carbondale
Applegate, Harrison	Carbondale
Applegate, Philip	Carbondale
Branch, John	Carbondale
Branch, Wm	Carbondale

NAME	RESIDENCE
Carter, Lois	Carbondale
Creech, Margaret	Carbondale
Crow, Mary	Carbondale
Crow, Wm	Carbondale
Dowdell, Edith	Carbondale
Dowdell, Ruth	Carbondale
Durham, Garner	Carbondale
Easterly, Charley	Carbondale
Easterly, Frank	Carbondale
Fitzgerald, Annie	Carbondale
Goldstone, Annie	Carbondale
Goldstone, Morton	Carbondale
Grater, Marie	Carbondale
Hagler, Clyde	Carbondale
Hanford, Chester	Carbondale
Hanford, Marguerite	Carbondale
Holland, Archie	Carbondale
Hurst, Virgil	Carbandale
John, Katie	Carbondale
John, Mamie	Carbondale
Kelley, Nettie	Carbondale
Lambert, Marguerite	Carbondale
McMillan, Vera	Carbondale
Merrymon, Mildred	Carbondale
Mitchell, Julia	Carbondale
Neber, May	Carbondale
North, Frank	Carbondale
Owen, Edward	Carbondale
Parkinson, Alice	Carbondale
Pearce, Minnie	Carbondale
Perce, Clifton	Carbondale
Peters, Duce	Carbondale
Porter, Margaret	Carbondale
Price, Early	Carbondale
Price, Versie	Carbondale
Sheppard, Ellouise	Carbondale
Simons, Robert	Carbondale
Spence, Edith	Carbondale

NAME	RESIDENCE
Sponsler, Bessie	Carbondale
Stafford, Ralph	Carbondale
Stoker, Homer	Carbondale
Thompson, Theresa	Carbondale
Toler, Awanda	Carbondale
Waite, Mattie	Carbondale
Winchester, Mabel	Carbondale
Woods, Homer	Carbondale
Younkin, Katie	Carbondale

PRIMARY.

NAME	RESIDENCE
Allen, Marjorie	Carbondale
Barnthouse, Merwin	Carbondale
Branch, Paul	Carbondale
Butler, Webber	Carbondale
Caldwell, Edgar	Carbondale
Carter, Owen	Carbondale
Chamness, Alma	Carbondale
Crashaw, Ruth	Carbondale
Christburg, Dimple	Carbondale
Crow, Marshall	Carbondale
Crowell, Heber	Carbondale
Davis, Martha	Carbondale
Douglass, Jimmy	Carbondale
Dowdell, Dickey	Carbondale
Etherton, Cyrus	Carbondale
Etherton, Della	Carbondale
Etherton, Frankie	Carbondale
Etherton, Homer	Carbondale
Etherton, Lola	Carbondale
Etherton, Myrtle	Carbondale
Fitgerald, Willie	Carbondale
Goldstone, Cyril	Carbondale
Grater, Ethel	Carbondale
Hamilton, Ralph	Carbondale
Helmes, Ida	Carbondale
John, Evan	Carbondale

NAME	RESIDENCE
Johns, Marguerite	Carbondale
Joyner, Clarence	Carbondale
Kelley, Harry	Carbondale
Kelley, Hazel	Carbondale
Kelley, Homer	Carbondale
Lambert, Wilbur	Carbondale
Lee, George	Carbondale
Lilly, Edna	Carbondale
Lipe, Mary	Carbondale
Masters, Hallie	Carbondale
Masters, Stella	Carbondale
McCracken, Hazel	Carbondale
Mitchell, Jane	Carbondale
Mitchell, Sarah	Carbondale
Moore, Dessie	Carbondale
Ogden, Marcus	Carbondale
Porter, Evelyn	Carbondale
Renfro, Lacey	Carbondale
Rude, Robert	Carbondale
Scott, Grace	Carbondale
Scott, Hugh	Carbondale
Scott, Mabel	Carbondale
Schwartz, Irene	Carbondale
Sizemore, Syble	Carbondale
Smith, Clarence	Carbondale
Smith, Paul	Carbondale
Smith, Russell	Carbondale
Spain, Gladys	Carbondale
Spain, Pansy	Carbondale
Spence, Jessie	Carbondale
Stafford, Ernest	Carbondale
Starsinger, Isabell	Carbondale
Steel, Brown	Carbondale
Steele, Don	Carbondale
Stephens, Mark	Carbondale
Stewart, Samuel	Carbondale
Storm, Leonard	Carbondale
Stokes, Harry	Carbondale

NAME	RESIDENCE
Taylor, Warren	Carbondale
Thompson, Eric	Carbondale
Toler, Francis	Carbondale
Travelstead, Ethel	Carbondale
Treese, Madge	Carbondale
Tygett, Loyde	Carbondale
Weiler, Genevieve	Carbondale
Wiler, Walter	Carbondale
Whitfield, Woodford	Carbondale
Wilhoite, Jimmy	Carbondale
Williams, Anna	Carbondale
Williams, Ruth	Carbondale
Winchester, Nora	Carbondale
Wiswell, Leroy	Carbondale
Wiswell, Lester	Carbondale
Woods, Metta	Carbondale
Yost, Robert	Carbondale

SUMMER SESSION.

NAME	RESIDENCE
Abernathy, Robert	Cobden
Aldridge, J. H.	Aldridge
Altsmanberger, Elsie	Okawville
Barrow, James W	Campbell Hill
Baughman, H. H	Tamaroa
Blankenship, Chas. A	Shawneetown
Bonham, Archie	Augusta, Ark.
Bowlby, Joel M. Jr	Carbondale
Bowser, Fannie Jane	Nashville, Tenn.
Brewster, Hallie	Carbondale
Buckley, Nellie	Olney
Coleman, Mamie	Wolf Creek
Compton, Daisy	Keensburg
Clark, Lillian C	Albion
Crain, Alma	Villa Ridge
Carver, Mary	Southerland, Fla.
Crothers, Hayes	Sparta
Dalton, Mattie	Princeton, Ky.

NAME	RESIDENCE
Davis, Arthur G	Harrisburg
Dickson, Lizzie J	Marissa
Dillow, Francis	Anna
Duis, Mary C	Dorsey
Ellis, S. T	Anna
Entsminger, Edith V	Carbondale
Felts, William Troy	Carbondale
Files, Henry L	Mill Shoal
Finley, Mary Mildred	McClure
Fisher, Georgia	Carlyle
Freivogel, Mary C	Mascoutah
Gallagher, May	Marion
Gerbacher, Joseph	Springerton
Gibson, Anna Lucile	Sparta
Grissom, Wm. J. Jr	Grantsburg
Hale, Alonzo	Villa Ridge
Halstead, Nora	Carbondale
Harper, O. E	East St. Louis
Hawkins, May S	Pulaski
Hawley, M. Alice	Levings
Henshaw, Mary	Harrisburg
Hester, Edna	Carbondale
Hicks, Clara	Ora
Hicks, Elizabeth	Ora
Hiller, Jacob A	Enterprise
Hobbs, Jennie E	Villa Ridge
Holden, Margaret	Carmi
Hopkins, Gertrude A	Harrisburg
Houts, Mabel G	Metropolis
Houts, Nellie M	Metropolis
Hunsaker, Andrew F	Cobden
Johnson, Edith	Carbondale
Joyner, M. Etta	Harrisburg
Karraker, Oscar	Anna
Kavanaugh, Eva R	Carbondale
Keown, Hattie E	Carbondale
Kight, Della	Carmi
Kirk, J. T	Pontiac

Southern
Illinois State Normal University.

NAME	RESIDENCE
Kirkpatrick, Emma	DuQuoin
Lambe, Tillie	Carlyle
Lawson, Jennie	Herrin
Layman, Nelson B	Tamaroa
Lee, Ardell A	Carbondale
Lee, C. Arthur	Carbondale
Lemen, Mary L	Collinsville
Lence, Emma	Jonesboro
Look, Alberta L	Collinsville
Lovell, Rose J	Centralia
Martin, William H	Norris City
Matthews, Gertrude	Marissa
Miller, Mary Elizabeth	Carbondale
Mitchell, Marye M	Harrisburg
Musgrove, Anna E	Metropolis
Nash, Clara L	Albion
Neely, Etta	Marion
Nimock, John K	Coulterville
Ozment Wm. L	New Hope
Parrish, Mac W	Murphysboro
Peterson, Bettie	Marion
Reynolds, David E	Pinckneyville
Richardson, Ruth	Olney
Roberts, Earl	McLeansboro
Rogers, Gay	Carbondale
Schmahl, Barbara	Carlyle
Schuler, Kate	Mound City
Shanklin, Lillian	Sandoval
Shanklin, Nina	Sandoval
Scherertz, Agnes	Marion
Smith, Ada I	Carbondale
Smith, Elsie C	Murphysboro
Smith, Josephine	Houser
Smith, Minnie E	Carbondale
Spence, Grace	Carbondale
Spiller, George H	Lake Creek
Spiller, Mabel	Carbondale
Spiller, Thressa	Carbondale

NAME	RESIDENCE
Sprague, Will	Cutler
Stewart, Nora	Carbondale
Storm, Grace	Carbondale
Taborn, Wm. E	Carrier Mills
Teeter, Lillian	Carbondale
Teeter, Robert	Carbondale
Thompson, Elizabeth	Parkersburg
Thomson, Lavern	Parkersburg
Thornton, Alfonso	Goreville
Thornton, Edna	Carbondale
Toler, Lillie	Carbondale
Ulen, Maude	Mound City
Walters, Peter C	Grayville
Webkemeyer, Chas. W	Campbell Hill
Wiley, Eunia	Belleville
Willson, Edith	Carbondale
Wilson, Wm. P	Ava
Werts, Winifred	Belleville
Woods, H. Agnes	Belleville
Young, Ida B	Herrin
Zuck, Myrtle P	Carbondale

GENERAL SUMMARY.—Individual Students.

Post Graduate and Special	4
Seniors	17
Normal	356
Sub Normal	120
High School	12
Grammar	40
Intermediate	54
Primary	81
Normal Department, Summer Session	116
Names counted twice	31
Total Enrollment of Individual Students	800

BY TERMS.

Enrollment—Fall Term	443
Enrollment—Winter Term	450
Enrollment—Spring Term	508
Total	1401
Average by terms (Regular)	467

ALUMNI

The Alumni Association now numbers four hundred eighty-nine. The large majority of these representatives of the institution are progressive and potent factors in educational centers, exerting a very decided influence upon the lives of the youth of our land. They are widely distributed throughout the Union, five of them now occupy important positions in the Philippine Islands; and wherever they are, and in whatever work engaged, they retain a most loyal regard for their Alma Mater and the cause of education. The elegant portrait of Dr. Robert Allyn, the president of the school for its first eighteen years, presented by the Alumni Association to the institution at a cost of twelve hundred dollars, is indicative of their loyalty to the institution which they represent.

For many years the members of the Association have been requested to send to the Registrar not later than April 1, their addresses in order that the directory may be as nearly correct as possible. Many have done this, but many have failed to do so. The request is again made and with special emphasis, hoping that those who have graduated from the University will aid in keeping a correct address of the entire number.

The welfare of the school is in no small degree in the hands of those who have enjoyed its advantages, and this is especially true of the Alumni.

Below find a list of Officers and Executive Committee followed by an alphabetical list, by years, of all graduates.

Officers of the Alumni Association:

President—J. T. Ellis, Carbondale.

Vice President—Mabel Peters, Carbondale.

Treasurer—Mrs. Sarah Crewnshaw, Carbondale.

Recording Secretary—J. O. Marberry, Cobden.

Corresponding Secretary—Simeon Boomer, Tonica.

Historian—Mrs. Adella B. Mitchell, Carbondale.

Executive Committee—Mrs. Kate T. Chapman, Murphysboro; Bessie Brush, Carbondale; Edna Hester, Carbondale; Clara Davis, Carbondale.

Class of 1876.

	NAME	YEARS	OCCUPATION	ADDRESS
1	Brown, John N.	6		
2	Caldwell, Beverly C.	27	President State Normal,	Natchitoches, La.
3	Hawthorn, John C.*	..		
4	Ross, George C.	6	Dep't. of In'r,	Washington, D. C.
5	Wright, Mary	4½		Cobden

1877.

6	Barnes, Belle, D. A. Mrs. H. H. Green			Bloomington
7	Burton, Arista	17		Colorado Springs, Colo.
8	England, James H.	6	Farmer	Carbondale
9	Warder, William H.	3	Mem. of Gen. Assembly	Marion

1878.

10	Caldwell, Delia	7	Physician	Paducah, Ky.
11	Courtney, Alva C.*			
12	Evans, Charles E.*			
13	Hanna, James A.	6	Merchant	Sulphur Springs, Ga.
14	Hillman, Orcelia B. Mrs. Merrill	5		Salina, Kan.
15	Jackson, Sarah E. Mrs. H. H. Kimmell			DuQuoin
16	Kennedy, George R.	1		Murphysboro
17	McAnally, John T.	3	Physician	Mayor, Carbondale
18	McAnally, Mary Mrs. N. H. Moss	10		Mt. Vernon
19	Pierce, Reuben E.	1	Minister	Epworth
20	Plant, Richmond**			St. Louis, Mo.
21	Robinson, Edward H.		Physician	Chicago
22	Thompson, David G.	6	Lawyer	Golconda

1879.

23	Burnett, Andrew C.**		Lawyer	Lamar, Mo.
24	Farmer, George H.	17		Vandale, Ark.
25	McCreery, Ida M.*	3		
26	Phillips, Lyman T.	2	(Paid tuition one year.) Dentist	Nashville

1880.

27	Bruck, Lauren L.	7	Bookkeeper	Chicago
28	Gray, Joseph	16		
29	Heitman, Louis	4	Pharmacist	Chester
30	Hull, Charles E.		Merchant	Salem
31	Kimmell, Henry A.	6	Farmer	Calhoun
32	Mann, Wallace E.	4	Editor	Decatur
33	Ogle, Albert B.**		Lawyer	Belleville
34	Rentchler, Frank P.			Los Angeles, Cal.
35	Sheppard, Lizzie M. Mrs. Dr. J. K. Miller	8½		Greeley, Colo.
36	Warder, Gertrude A. Mrs. C. J. Michlet	8		Wilmette

*Deceased.
**Paid tuition.

1881.

	NAME	YEARS	OCCUPATION	ADDRESS
37	Burton, Charles H.....		Lawyer	Edwardsville
38	Hughes, William F.....	9	Surveyor	Murphysboro
39	Karraker, Henry W....	13	Farmer	Dongola
40	Lorenz, John W.....	4	Physician.....	Evansville, Ind.
41	Marshall, Oscar S.....		Fruit Grower.....	Salem
42	Marshall, Thomas S....		Bank Cashier.....	Salem
43	Sowers, Mary A..... Mrs. J. C. Scott.....	8		E. St. Louis
44	Ward, Edward I.....	11	Minister	Aledo

1882.

45	Atkins, Wezette..... Mrs. C. W. Parkinson..	2		Edwardsville
46	Deardorf, Lizzie M..... Mrs. DeMoss.....	6		Ballard, Wash.
47	Ennison, Walter J.....		Lawyer.....	Hartford, Conn.
48	Goodall, Adella B..... Mrs. Dr. H. C. Mitchell.	3		Carbondale
49	Krysher, Alice..... Mrs. W. H. Livingston..	4		Pana
50	Mead, Albert E.....	1	Lawyer.....	Blaine, Wash.
51	Parkinson, Arthur E.**.		Agent	Chicago
52	Stewart, Henry A.**....		Physician	Chicago
53	Wood, John W.....	18	Principal.....	Floresville, Tex.

1883.

54	Alexander, F. M.....	2	Minister.....	Ottawa, Kan.
55	Bain, Wm. B.**.....		Merchant	Vienna
56	Bryden, Margaret..... Mrs. J. N. Fitch.....	9		Cobden
57	Buckley, Alice M..... Mrs. F. M. Alexander..	2		Ottawa, Kan.
58	Fager, Daniel B.....	16	Agent.....	Mt. Vernon
59	Houts, Lilly M.....	4	Stenographer	Chicago
60	Kimmell, Belle.....	4		Elkville
61	Martin, John.....	8	Physician	Tolono
62	Nave, Della A..... Mrs. P. E. Hileman....	4		Jonesboro
63	Sprecher, Edgar L.*....	5		

1884.

64	Aikman, Fannie A.*.... Mrs. D. L. Kimmell.....			
65	Beesley, Alicia.....	3		Linn
66	Buchanan, Clara..... Mrs. H. C. Merrymon..	2		Evansville, Ind.
67	Buchanan, G. V.....	19	City Superintendent....	Sedalia, Mo.
68	Buchanan, Mary.....	10		Carbondale
69	Burket, Anna L.....	2		Carbondale
70	Cawthorn, Chris C.....	6		Carruthers
71	Duff, Mary B.*.....	1		
72	Gill, Joseph B.**.....			San Bernardino, Cal.
73	Hendee, LuBird.....	7		Fairmount, Neb.

*Deceased.
**Paid tuition.

NAME	YEARS	OCCUPATION	ADDRESS
74 Hileman, Philetus E....		Lawyer	Jonesboro
75 Jenkins, John H.....	17	Supt. Schools.....	Badajos, P. I.
76 Lightfoot, Richard T....	2	State's Attorney.....	Paducah, Ky.
77 Ridenhower, Carrie*.... Mrs. J. L. Mount.....	4		
78 Thomas, Maud*.....			
79 Treat, Chas. W.....	17	Vice-President, Prof. Nat. Sci. Lawrence Univ....	Appleton, Wis.

1885.

80 Bryden, Helen**.....	16		Clinton
81 Buckley, Ida M..... Mrs. G. W. Warner.....	1		Beatrice, Neb.
82 Dunaway, Ada L.**..... Mrs. A. S. Caldwell.....			Carbondale
83 Fringer, William R.....	1	Physician	Rockford
84 Hull, Gertrude**.....	7	History Teacher High School, ...	Milwaukee, Wis.
85 Lacey, Rurie O.....	1	Physician.....	Lake City, Colo.
86 Lancaster, Tilman A...	3	Lawyer.....	Lexington, Tenn.
87 Miller, John E.....	16	Librarian.....	East St. Louis
88 Robarts, Mary A..... Mrs. M. H. Ogden.....	8		Carbondale
89 Thomas, Kate..... Mrs. D. L. Chapman...	6		Murphysboro

1886.

90 Allen, Sarah..... Mrs. J. D. Crenshaw....	16	Prin. High School.....	Carbondale
91 Barber, Florence M..... Mrs. W. M. Boyd.....	3		Olathe, Kan.
92 Brown, Adelia A..... Mrs. J. O. Ashenhurst..	9		Sinnasho, Oregon
93 Fryar, Minnie J.....	8	Librarian S. I. N. U....	Carbondale
94 Fulton, Alexander H...	14	Mem. Board Exam....	Mesa, Ariz.
95 Hord, Kittie E..... Mrs. C. M. Morgan.....	10		Portland, Ore.
96 Hundley, Louella*..... Mrs. J. H. Andrews....	8		
97 Kennedy, Maggie.....	4		Mexico City, Mexico
98 Loomis, Carrie I..... Mrs. M. C. McCreery...	1		Thompsonville
99 McAnally, Fannie D.... Mrs. D. B. Fager.....	1		Mt. Vernon
100 Nicholas, Louella..... Mrs. J. G. Irwin....	8		Edwardsville
101 Storment, Edgar L.*...	11		
102 Williams, Cora..... Mrs. R. W. Wiley.....	2		Pomona, Cal.

*Deceased.
**Paid tuition.

1887.

NAME	YEARS	OCCUPATION	ADDRESS
103 Allen, Robert M.*		Ry. Pass. Agent	St. Louis, Mo.
104 Blair, Carrie*			
105 Bryden, Rockwell**		Postal Clerk	Carbondale
106 Campbell, H. M.*		Clerk	Chicago
107 Cleland, Clara B. / Mrs. Strong	1		Wheeling
108 Cleland, May	4	Trained Nurse	Chicago
109 Cowan, David J	8	Lawyer	Vienna
110 Glick, Albion Z	2	Agent	Carbondale
111 Goodall, Samuel H	2	Lawyer	Marion
112 Harmon, Mark D	4		Grayville
113 Hawkins, Cicero R		State's Attorney	Pinckneyville
114 Hewett, Emma L. / Mrs. W. H. Baltzer	3		Hickman, Ky.
115 Hill, Mary A. / Mrs. E. L. Storment	6		Cartter
116 Hundley, Nannie	13		Marion
117 Johnston, Lewis E	1	Lawyer	Keysport
118 Kirkpatrick, James H	9		Custer, Wash.
119 Lawrence, Bertha	15		Tipton, Iowa
120 McMackin, Edward G.	2	Dentist	Salem
121 Phillips, Louise E	2		Chicago
122 Ripley, Charles H		Lawyer	Chicago
123 Scott, Luther T	1	Printer	East St. Louis
124 Searing, Harry R		Loan Agent	Carbondale
125 Sebastian, Julia A	14		St. Louis, Mo.
126 Smith, Seva A. / Mrs. G. S. Hoag			Denver, Colo.
127 Snyder, Lydia E	14		Chicago
128 Tait, Minnie A. / Mrs. C. H. Ripley			Chicago
129 Turner, George T	2	County Judge, Mem. Gen. Assembly	Vandalia
130 Wham, Steuben D	2	Farmer	Cartter

1888.

131 Baumberger, Louise. / Mrs. S. M. Inglis	9	Prin. of School, Blind Asylum,	Jacksonville
132 Briback, Catherine. / Mrs. Hans Johnson	8		Cairo
133 Hall, William H	5	Bus. Mngr. Lewis Institute	Chicago
134 Hickam, Ada. / Mrs. G. W. Wood	4		Beechwood
135 Johnson, Callie. / Mrs. Dr. Wm. A. Young	1		Springfield
136 Leary, Mary E	15		St. Josephs
137 Lindsay, David W	10	Principal	Los Banos, Cal.
138 Morgan, Charles M	1	Bradstreet Agency	Portland Ore.
139 Reef, William A.**	1	City Stenographer	Denver, Colo.
140 Richards, Kate E.* / Mrs. W. A. Stuart	2		
141 Street, Jasper N	15		Poplar Bluff, Mo.

*Deceased.
**Paid tuition.

NAME	YEARS	OCCUPATION	ADDRESS
142 Trobaugh, Frank E.*..	1		
143 Wham, Maggie E..... Mrs. Louis Hurst.....	11		Deland

1889.

144 Allyn, Lois A..... Mrs. D. L. Mason.....	4		Winchendon, Mass.
145 Bridges, Mary E..... Mrs. D. L. Malone.....			Sikeston, Mo.
146 Colyer, Frank H.....	12	Dept. of Geog. and History, S. I.	N. U., Carbondale
147 Kimzey, Walter R.....	13	County Superintendent....	Tamaroa
148 McMeen, John D.....	13	Superintendent	Casey
149 Parkinson, J. M.....	11		Centralia
150 Parks, Elizabeth..... Mrs. Lucius D. Skinner.	8	1-3.....	DuQuoin
151 Wallis, William.....	9	Traveling Salesman.....	Charleston

1890.

152 Bain, John Charles.....		Lawyer	Chicago
153 Hackney, Kate G..... Mrs. F. O. Rogers.....	3		Waggoner
154 Hull, Bertha**..... Mrs. Webster Warren..	5		Cedar Rapids, Iowa
155 Kellar, Kent E.....	3	Lawyer.....	St. Louis
156 Lansden, Mary G.**....	13		Chicago
157 Ramsey, Joseph E.....	13	Superintendent.....	Grayville
158 Sams, Fountain F.....	3	Principal.....	East St. Louis
159 Smith, Mabel*.....			
160 Storment, John C.....	12	Principal.....	Pomona, Cal.
161 Torrance, Ann Eliza...	9		Salem
162 Van Cleeve, Martin T...	12	Supt. Schools.....	Mound City

1891.

163 Alexander, Anna R....	12		Harvey
164 Beman, George W.....	1	Clerk	Chicago
165 Blanchard, Guy.....	1	Merchant	Tamaroa
166 Boyd, Frank L.....	11	Supt. of Schools....	Boulder, Colo.
167 Burkett, Grace L.....	5		Carbondale
168 Clark, Lulu.....	12	High School.....	East St. Louis
169 Freeman, James A.....	12	Supt. of Schools.....	Trenton
170 Hill, Mary E.*.....	3		
171 Holden, Emma..... Mrs. H. A. Ross.....	3		St. Louis, Mo.
172 Hord, Addie.....	8		Lawton, Okla.
173 Lawrence, J. H.....	11	Prof. Park College..	Parksville, Mo.
174 Loomis, Lydia Maud...	5		Makanda
175 Peebles, Lizzie S.....	12	County Supt.....	Stanford, Mont.
176 Snyder, Arthur J.....	12	Superintendent.....	North Belvidere
177 Sprecher, Theo. M.....	5		Crittenden, Ariz.
178 Steele, Robert E.....	1	Physician.....	Lehi, Utah
179 Stern, Lewis.....	12	Supt.....	Butterfield, Minn.
180 Whitney, William**...	2	Farmer.....	Garden City, Kan.

*Deceased.
**Paid tuition.

1892.

NAME	YEARS	OCCUPATION	ADDRESS
181 Ayer, Philip S.	6	Physician	Bartlesville, I. T.
182 Barr, Jessie Gleim. Mrs. Dr. Robert Steel.	6		Lehi, Utah
183 Bliss, Anson Lee	7	Superintendent	Anna
184 Buckley, Elizabeth. Mrs. O. J. Rude	1		Carbondale
185 Bundy, Joseph B	6	Manager Tel. Ex	Carbondale
186 Cochran, William P.	3	Editor, P. M.	Marble Falls, Tex.
187 Davis, Mary E. Mrs. A. J. Snyder	1		N. Belvidere
188 Emerson, John W.	11	Asst. Postmaster	Canon City, Col.
189 Galbraith, Chas. M		Physician	Carbondale
190 Kimmel, E. Lee. Mrs. Guy Hick	7		Inman
191 Kimmel, Ruby I	11		East St. Louis
192 Lawrence, Blanche	11		Central City, Colo.
193 Lindley, John Wm	2	Lawyer	Sullivan, Ind.
194 Lirely, Wm. H	2	Signal Service	Indianapolis
195 Morton, Ralph B	2	Lawyer	Carterville
196 Nichols, John B.	11	County Supt.	Santa Anna, Cal.
197 Patten, Arthur E.**		Salesman	Chicago
198 Peterson, Grant	4		Carterville
199 Ragsdale, Joseph S.	9	President Ky. Western Normal,	Lone Oak, Ky.
200 Wallis, Mary	7	High School	East St. Louis
201 Wham, Agnes G. Mrs. James Reed	5		Deland
202 Wham, Dora A. Mrs. John Pyatt	2		Pyatt

1893.

203 Brown, Robert	9	Principal	Joplin, Mo.
204 Clendennen, Geo. E.	10	Principal	Illiopolis
205 Curtis, Sarah L. Mrs. Frank L. Moss	7		Paris
206 Davis, Charles H	1	Minister	Kampsville
207 Glenn, Wm. T	9		Belleville
208 Henninger, Jennie. Mrs. I. C. Clark	5		Hagarstown
209 Hubbard, Mary E. Mrs. Frank Watson	5		Greenville
210 Hubbard, Samuel A.	2	Lawyer	Mt. Sterling
211 Kell, Omer Adrian.	1	Physician	Danvers
212 Lingenfelter, Sarah.	1	Supt. Deaconess Home	Chicago
213 Moore, Jack N.	6	Lawyer	Corning, Ark.
214 Renfro, Robert E.		Real Estate and Loan Agent,	Carbondale
215 Rude, Otto J.	8	Traveling Salesman	Carbondale
216 Songer, Mary E.	6		Kinmundy
217 Stout, Charles L.*	1		
218 Whittenburg, Sarah.	10		Vienna
219 Woodson, Myrtle F.	9	Music Teacher	Nevada, Mo.

*Deceased.
**Paid tuition.

1894.

NAME	YEARS	OCCUPATION	ADDRESS
220 Applegath, John L.	4	Business Manager	Marion
221 Applegath, May A. / Mrs. Arthur Wiswell	4		Carbondale
222 Chandler, Larkin C.	5	Music Teacher	Litchfield
223 Burge, Lloyd E.	3		Texas
224 Cochran, Maud O. / Mrs. Andrew Proctor	4		Carbondale
225 Dougherty, Andrew J.		Lieut. Regular Army, Philippine	Islands
226 Ellis, Jacob T.	9	Supt. Practice School, Training Teacher, S. I. N. U.	Carbondale
227 Felts, William Troy	9	Instructor Mathematics, S. I. N. U.	Carbondale
228 Hodge, Jennie / Mrs. W. T. Felts	2		Carbondale
229 Jenkins, Harriet E.	7	High School	Murphysboro
230 Jay, Norman A.	8		Steeleville
231 Kell, Iva Lucy	8		Foxville
232 Kell, Lincoln S.		Lumber Dealer	Chicago
233 Lakin, Edwin F.	3		Rochester
234 Longbons, Edward	9	Superintendent	Metropolis
235 Mohlenbrock, Eric*	1		
236 Ogle, Howard J.**		Electrical Eng.	Schenectady, N. Y.
237 Phillips, Myrtle K. / Mrs. H. Z. Zuck	1		Phoenix, Ariz.
238 Pugh, Charles H.	5	Agent for Am. Bk. Co.	Denver, Col.
239 Ramsey, Estelle / Mrs. J. Rufus Beard	3		Louisville
240 Smith, Edgar A.		Physician	Chicago
241 Williams, Arthur E.	7	Prin.	Crescent City

1895.

242 Anderson, Margaret	8		Carbondale
243 Baker, Rhoda May** / Mrs. Geo. L. Roberts	2		Corinth
244 Barton, Josie M. / Mrs. Fred Goodnow	2		Salem
245 Baughman, Ola / Mrs. G. H. Bainum			Flora
246 Bennett, Francis W.**	7		Cairo
247 Davidson, Mary / Mrs. J. T. Taylor			Greenville
248 Ferrell, Minnie	8	Asst. in High School	Benton
249 Ferrell, Nora	4		Carterville
250 Haney, Thomas J.	7	Principal	Dawson
251 Jones, David Oscar	8	Principal High School	Chester
252 Kell, Albert Baker	4		Salem
253 Lee, Homer Dalton	3	Mail Service	Carbondale
254 Nichols, Cora E. / Mrs. D. O. Jones	1		Chester
255 Patterson, John E.	8	High School	Evansville, Ind.
256 Roane, Emma H.	7		Mt. Vernon
257 Snider, Fred M.		Merchant	Carbondale
258 Sowell, Myrtle I.	3		Paducah, Ky.

*Deceased.
**Paid tuition.

NAME	YEARS	OCCUPATION	ADDRESS
259 Williams, Charles J.(1)		R. R. Clerk	Cincinnati, O.
260 Yourex, Mabel Clare	8		Colorado Springs, Colo.
1896.			
261 Boomer, Cincinnatus	7		New Burnside
262 Crane, Ezra	2	R. R. Mail Service	Tamaroa
263 Cundiff, Viola V. / Mrs. Dr. J.J.Rendelman	2		Cairo
264 Edman, Mate	4		Charleston
265 Etherton, Guy E		Minister	Kansas City, Mo.
266 Flint, Minnie Ruth	4		Salem
267 Gilbert, John Philo	5	Principal High School	Mattoon
268 Harker, Oliver A. (1)		Stock Raiser	Carbondale
269 Hobbs, Matilda J. / Mrs. Fred M. Snyder	2		Carbondale
270 Karraker, Ira O	2	Bank Cashier	Jonesboro
271 McCormick, George	7		London Mills
272 McGahey, Leah C	7	High School	Olney
273 Perrot, Richard H	5		Olney
274 Peters, Mabel K	7	Asst. in High School, S. I. N. U.	Carbondale
275 Roberts,George L.(1)		Merchant	Corinth
276 Robinson, Samuel T	7	Superintendent	Hillsboro
277 Royal, Stella Ethel / Mrs. Frank Moore	1		Villa Ridge
278 Spiller, Adelbert L		City Attorney	Carbondale
279 Taylor, Oscar T		Farmer	McClure
280 Thompson, Bessie M. / Mrs. Paul Milner			Carbondale
281 Thompson, Ralph (1)			Carbondale
282 Truscott, Laura M	6	High School	White Hall
283 Wham, George D	7	Superintendent	Olney
1897.			
284 Amon, Bertram*	1		
285 Barter, Rachel Jane	6		Mt. Carmel
286 Berkey, Helen Lucile. / Mrs. John Kennedy	4		Murphysboro
287 Boulden, Hattie Anna.	5		Fordice, Ark.
288 Bridges, Abbie L. / Mrs. John Davis	2		Chicago
289 Bridges, Ella L	6		Dalton
290 Bridges, Roland E		Bookkeeper	Chicago
291 Burkhart, Carl		Merchant	Marion
292 Clements, Louis (1)	1	Student N. W. Univ	Chicago
293 Crawford, Mary (1)	6	High School	Jonesboro
294 Cross, Arthur G	2	Railway Service	St. Louis
295 Etherton, William A.	2	Student Univ. of Ill	Champaign
296 Hayes, May Keeney. / Mrs. C. A. Quackenbush		Student in Art Institute	Chicago
297 Kirk, Jay T	3	High School	Pontiac
298 Kissinger, Uriah	6		Elkhart
299 Marberry, William T.	5	Principal	Thompsonville
300 McAnally, Jessie Frank	4	Minister	Kenney
301 McKown, James Edgar	6	Principal High School	Paxton

*Deceased.
**Paid tuition.
(1) High School.

	NAME	YEARS	OCCUPATION	ADDRESS
302	Parkinson, Daniel M.**		Mngr. Tel. Exch.	Carbondale
303	Peters, Helen N.	1	Teacher of Music.	Natchitoches, La.
304	Phillips, Lucy Haven.	5		Columbia, Ariz.
305	Pickerell, Per.	6	Librarian State Normal School,	Ia.
306	Reef, Edmund W.		Postal Clerk.	Carbondale
307	Roberts, Arthur.	3	Superintendent	Golconda
308	Roe, Nellie.	4		Carbondale
309	Stewart, Ellen*.	4		
310	Weller, Nellie.	3		Grand Tower
311	White, Maud. / Mrs. Elsa Cox.	6		Newburn, Tenn.
312	Woods, William H.	3	Ry. Postal Clerk.	Lockhart, Tex.

1898.

313	Alvis, Harry J.	5	Superintendent	Mt. Vernon
314	Barnum, J. A.	2		Hartsburg
315	Barrow, James W.	5	Principal High School.	Olney
316	Boucher, Andrew S.	3	Student in U. of I.	Champaign
317	Buchanan, Nina O.	2		Idaho
318	Clements, Robert.	1	Medical Student N. W. U.	Chicago
319	Cowan, John F.	2		Carterville
320	Crawshaw, Solomon.		Medical Student.	St. Louis
321	Fly, Wm. C.	6	Superintendent	Carbondale
322	Gilbert, Ida M. / Mrs. Maurice Phillips.			Washington, D. C.
323	Huggins, Margaret.	5		Salmon City, Idaho
324	Hypes, Cornelia A.	5		Lexington
325	Jack, Jessie.	3		Kinmundy
326	Munger, Robert P.		Bank Cashier.	East St. Louis
327	Ozment, Fannie. / Mrs. H. W. Reynolds.	1		Decatur
328	Parkinson, Franklin A.		Real Estate.	Lawton, Okla.
329	Patten, Lucy H. / Mrs. James M. Barrow	2		Olney
330	Perry, Mary Helen.	5		Decatur
331	Quackenbush, Chas. A.	1	Law Student in Chicago University	
332	Rhodes, Miriam E.	5		Larendo, Texas
333	Shepherd, A. E.	5	Principal.	Los Angeles, Cal.
334	Snider, Kate. / Mrs. J. W. Miller.			Carbondale
335	Thornton, Edna.	5		Pinckneyville
336	Thornton, Nina.	3		Osage
337	Toler, William L.	5	Principal High School.	Mt. Vernon
338	Wilson, Margaret.	5		Hillsboro

1899.

339	Blake, Edward L.	4		Grand Tower
340	Brainard, Pearl. / Mrs. Albert Bowman.	2		Evanston
341	Brainard, Stuart.			Carbondale
342	Brewster, Libbie.		Student.	Kalamazoo, Mich.
343	Cisne, W. G.	4	Prin. High School.	Fairfield
344	Cowan, James P.	3	Agent	Carbondale
345	Crawford, J. E.	3	Student in Medical College,	Nashville, Tenn.

*Deceased.
**Paid tuition.

	NAME	YEARS	OCCUPATION	ADDRESS
346	Etherton, James M....		Merchant	Carbondale
347	Grove, Bessie L.....	4		Akron, Ohio
348	Haldaman, Margaret...	2		Decatur
349	Harris, W. O.....	4	Supt.	Sulphur, Ind. Ter.
350	Hooker, Lulu T.....	2		Carbondale
351	Karraker, Orville M..	1	Bank Cashier.....	Harrisburg
352	Marchildon, John W...		Student Rush. Med. Col....	Chicago
353	McConaghie, Thomas..		Student Med. Col.....	St. Louis
354	McKittrick, F. D.....	4	Superintendent	McLeansboro
355	Murphy, Wm. Gordon.	4	Prin. Ward School.....	Centralia
356	Palmer, Myrtle Irene..	4		Ritchie
357	Pruett, Charles F.....	1	Com. Merchant.....	Kinmundy
358	Roe, Edith.....	4		Carmi
359	Stewart, Josephine.....	4	High School.....	Edwardsville
360	Webkemeyer, Chas. W.	4	Principal..	Campbell Hill

1900.

361	Besse, Beula.....	3	Asst. High School	E. Orange, N. J.
362	Boomer, Simeon.....	3	Principal	Tonica
363	Elder, Mary E.....			Carbondale
	Mrs. B. Sanders.....			
364	Fryar, Mary.....	1		Carbondale
	Mrs. Dr. Alonzo Golightly			
365	Groves, C. Cooper.....	2		Nashville
366	Hartwell, Andrew Duff		Attorney	Marion
367	Kell, Ida.....	3		Centralia
368	Kessler, Harvey L....	3	Superintendent	Sumner
369	Marberry, J. Oscar....	3	Superintendent	Cobden
370	McConaghie, Tillie....			Oakdale
	Mrs. William Walker.			
371	McKnelly, Jacob.....	3	County Superintendent....	Louisville
372	Plater, M. Ethel.....		Stenographer	Carbondale
373	Pollock, Clara*.....			
374	Reef, A. J.....		Student State Univ.....	Champaign
375	Robinson, Mattie J....	3		Boulder, Colo.
376	Spence, Bertha.....			Carbondale
	Mrs. W. C. Fly.....			
377	Stewart, Nora.....	3		Centralia

1901.

378	Barrow, John V.....	2		Oslob, Cebu, P. I.
379	Brandon, Wm. A.....	2	High School.....	Apple River
380	Burton, A. H.....	2		St. Mary's, Idaho
381	Daniel, J. Frank.....	2		Negros, P. I.
382	Davis, A. Clara.....	1	Post Graduate.....	Carbondale
383	Demmer, John.....	2		Badajos, P. I.
384	Gambill, John M.....	2		Macabeebe, P. I.
385	Harper, Owen E.....	2	Principal.....	East St. Louis
386	Launer, Stella M.....	2		Centralia
387	Schmalhousen, Winifr'd	2	High School.....	Mattoon
388	Skaggs, Wm. Walter..	2	High School.....	Mattoon
389	Smith, T. B. F.....	2	Superintendent.....	Jonesboro

*Deceased.
**Paid tuition.

1902.

	NAME	YEARS	OCCUPATION	ADDRESS
390	Brush, Bessie		Post Graduate	Carbondale
391	Doty, John M	1		New Grand Chain
392	Felts, Lorin	1	Principal High School	Harrisburg
393	Graham, Malcolm	1	Principal	Lincoln, Neb.
394	Gubelman, Lily	1	High School	Greenville
395	Hester, Edna		Post Graduate	Carbondale
396	King, Leslie Mrs. George Beaver			East St. Louis.
397	Kirk, Mary E	1		Carbondale
398	Kirk, Vida G	1		Carbondale
399	Launer, June	1		Anna
400	Layman, Thomas		Law Student	Benton
401	McMurphy, Kate	1		Makanda
402	Nimock, J. K	1	High School	Mt. Vernon
403	Norfleet, B. F	1	Superintendent	Carterville
404	Perce, Clara	1		Centralia
405	Smith, Ada I	1		Centralia
406	Stotlar, John Y	1	High School	Sumner
407	Tanner, Lillian Mrs. S. R. Hoyt			Fort Worth, Texas.
408	Wilson, S. J. Harry	1	Superintendent	Tamaroa

*Deceased.
**Paid tuition.

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1984-05



THIRTIETH
ANNUAL CATALOG

OF THE

SOUTHERN ILLINOIS
STATE NORMAL UNIVERSITY
CARBONDALE

1903-1904

ANNOUNCEMENTS FOR
1904-1905

PUBLISHED BY THE UNIVERSITY.

TRUSTEES.

Hon. S. Wheeler, President, Springfield.

Hon. Alfred Bayliss, Ex-Officio, Springfield.

E. J. Ingersoll, Secretary, Carbondale.

F. C. Vandervort, M. D., Bloomington.

H. H. Beckemeyer, Buxton.

W. S. Phillips, Ridgway.

Treasurer, H. C. Mitchell, M. D., Carbondale.

FACULTY.*

DANIEL BALDWIN PARKINSON, M. A., PH. D., PRESIDENT,
PSYCHOLOGY.

MARTHA BUCK,
ENGLISH GRAMMAR, AND MATRON.

GEORGE HAZEN FRENCH, M. A.,
CURATOR OF MUSEUM, PHYSIOLOGY AND NATURAL HISTORY.

MATILDA FINLEY SALTER,
DRAWING, AND SUPERVISOR OF DRAWING IN PRACTICE SCHOOL.

GEORGE WASHINGTON SMITH, M. A., SECRETARY OF FACULTY,
CIVICS, GEOGRAPHY, AND HISTORY.

SAMUEL ERNEST HARWOOD, M. A.,
METHODS IN ARITHMETIC AND HIGHER MATHEMATICS.

CARLOS EBEN ALLEN, M. A.,
LATIN, GREEK, AND GERMAN.

HENRY WILLIAM SHRYOCK, PH. B., VICE-PRESIDENT AND REGISTRAR,
READING, ELOCUTION, RHETORIC AND ENGLISH LITERATURE.

JAMES KIRK, M. A., PEDAGOGY AND SCHOOL LAW.

ADDA PATTERSON WERTZ, M. A., TRAINING TEACHER,
INTERMEDIATE DEPARTMENT.

WASHINGTON BEATY DAVIS, M. A.,
PHYSICAL SCIENCES.

FRANK HALL COLYER, B. A.,
INSTRUCTOR IN HISTORY AND GEOGRAPHY.

MINNIE JANE FRYAR, LIBRARIAN.

MABEL KATHERINE PETERS,
INSTRUCTOR IN HIGH SCHOOL.

JOHN MARTIN PIERCE, M. A.,
INSTRUCTOR IN LATIN AND GERMAN.

JACOB TAYLOR ELLIS, SUP'T. TRAINING SCHOOL, TRAINING TEACHER,
GRAMMAR DEPARTMENT, PRINCIPAL HIGH SCHOOL.

AMANDA ESTHER WILSON, TRAINING TEACHER,
PRIMARY DEPARTMENT.

WILLIAM TROY FELTS,
INSTRUCTOR IN ARITHMETIC, ALGEBRA AND BOOKKEEPING.

GEORGE M. BROWNE,
ASSOCIATE, PHYSICAL AND BIOLOGICAL SCIENCES.

INEZ L. HOLLENBERGER,
PHYSICAL TRAINING, ASSISTANT IN ENGLISH.

R. V. BLACK,
VOCAL MUSIC, HEAVY GYMNASTICS, WRITING AND SPELLING.

LULA PEAY,
STENOGRAPHER AND CLERICAL ASSISTANT.

*The names of the faculty appear in the order of their election.

CALENDAR, 1904–1905.

1904

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◆ Opening day of term. ● Closing day of term.
◒ Thanksgiving Interim.

HISTORY

An act of the General Assembly of the State of Illinois, approved April 20, 1869, provided for the establishment of this Normal School. By this act it was ordered that five trustees should be appointed by the Governor of the State, who should fix the location, erect the building, and employ teachers for the school. The trustees located the school in the town of Carbondale, on a lot of twenty acres, three-fourths of a mile south of the station of the Illinois Central Railroad. The corner-stone was laid on the 17th day of May, 1870, with impressive ceremonies by the Masonic fraternity. The building was finished in time to be dedicated July 1, 1874; the first faculty commenced the work of instruction in the new building July 2, 1874, at which time a summer session of four weeks was opened, with fifty-three pupils attending.

On the sixth day of September, 1874, the regular work of the Normal Unversity commenced.

On the afternoon of November 26, 1883, at 3 o'clock, this beautiful building was discovered to be on fire, and before 5 o'clock P M., despite the efforts of faculty, students, and citizens of Carbondale, the entire building was in ruins. By the heroic labors of students, teachers and citizens, the large library was saved, and most of the furniture; also the physical and chemical apparatus. All the material in the museum was lost.

The citizens kindly offered the use of rooms in some of the business blocks, which the trustees accepted, and the school went on with regular recitation work, with an actual loss of less than two days. In the meantime, a plan was proposed for a temporary school building, and in less than sixty days a building was completed containing fourteen rooms, and the Normal School began its wonted duties in this, its temporary home.

The General Assembly, by an act approved June 27, 1885, appropriated $152,065 to replace the first building, then lying in ruins. The foundation and stone walls of the first story were utilized, thus saving from twelve to fifteen thousand dollars.

The present building, which is the main building of the entire

plant, is a magnificent structure, in many respects superior to the one destroyed by fire. It was dedicated Thursday, February 24, 1887, and occupied by the school with much rejoicing on the following Monday.

The Science Building was provided for by an act of the General Assembly in the winter of 1895, appropriating $40,000.00 for that purpose. It accommodates the physical, chemical, and biological laboratories, the museum and gymnasium. The building was completed in the fall of '95, and dedicated early in '97.

It also provided for the Library till May 14, when the books were transferred to the new Library Building.

The Library Building was made possible by an appropriation provided by the General Assembly in the spring of 1903, to the amount of $25,000.00. The building was dedicated on June 7, 1904.

With this building to complete a triangle, the institution is well equipped for the work for which it was created.

AIMS

Educational institutions may be divided according to their aims into four classes:

First: The public schools, whose aim is the promotion of good citizenship by securing to all the people the intelligence, morality, and patriotism which are essential to the existence and progress of the state. Second: Colleges and universities whose object is the general and full development implied in complete manhood and in the best preparation for professional life. Third: Professional and polytechnic schools, in which the student is helped in his preparation for his chosen life-work. Fourth: Such institutions as the Royal Society of Great Britian, the Sorbonne of France, and our own Smithsonian Institute, which have for their special object the

advancement of science and art. This Normal University belongs to the third class; it aims to give the best physical, mental, and professional equipment for teaching.

The State Normal school holds an important relation to the system of public schools. It helps to create and sustain a high standard of educational work. It should serve as a driving force and a balance wheel to the whole system. Sanctioned and supported by the state, it can institute those investigations and experiments which result in much good to all the schools. It brings school facilities within the reach of many who otherwise would be uneducated and enables them to repay the state by teaching in the public schools. If the state needs a great university which shall be a center of educational forces, if an agricultural college should be sustained on account of the importance of agriculture, much more, and for similar reasons, should the normal university receive the care and the benefactions of the state. Man is more than all things else, and whatever contributes to his better development is of the highest use.

If the graduates of this university shall take high rank as superintendents, principals, and teachers in public schools, they must possess three elements of success; a full development of mental power, a thorough mastery of the sciences involved, and a thorough training in methods of instruction and school management. If the school should neglect the first and second, the graduates would be supplanted by those of other schools; and if it fails in the latter, there would be no good reason for the existence of the institution. Hence we aim, First, to insure a broad and thorough culture; and, Second, to give special prominence to the professional work peculiar to a normal school. Under the present conditions of southern Illinois, the school must hold itself ready to do more or less academic work. As the better grades of high schools are created in the patronizing territory of the Normal, the need of the academic phase of the instruction will become less and less, and the professional side will be more and more pronounced.

General Information.

LOCATION, ETC.

Carbondale is a thriving little city of over 5,000 inhabitants, healthful and beautiful, with many refined and cultured people. It is easy of access, and offers inducements for board and social advantages beyond most places of its size. It has, perhaps, fewer temptations to idleness, and combines religious and educational privileges in a degree greater than the average of towns and cities. Parents may be assured that their children will be as safe as in any school away from home, and students may come here and be certain that economy and industry will be respected and honored by their fellow students and by the faculty. The Illinois Central Railroad affords ample facilities for convenient access, three of its branches passing through Carbondale.

UNIVERSITY CALENDAR.

Fall Term begins Tuesday, September 13, and closes Thursday, December 22, 1904.

Winter Term begins Monday, January 2, and closes Thursday, March 23, 1905.

Spring Term begins Tuesday, March 28, and closes Wednesday, June 14, 1905.

Length of Terms: Fall, 15 weeks; Winter, 12; Spring, 12.

Commencements: For 1904, Thursday, June 8; for 1905, Wednesday, June 14.

TERMS OF ADMISSION.

All applicants for admission must present evidence of good moral character; and, to secure free tuition, they must agree to teach in the public schools of the state for a time not less than that covered by their attendance on the school; this agreement should not be entered upon unless the applicant fully intends to teach, but may become void, however, if engagement to teach cannot be se-

cured by reasonable effort. In case of a permanent change in plan, the individual is expected to pay to the registrar of the institution the difference between the regular tuition for the entire time and the incidental fees he has paid in.

To be admitted to the Normal department proper of the University, students must have completed their sixteenth year, and must be able to pass an examination equivalent to the requirements for a second-grade certificate, in counties where the standard is high. The evidence of ability to pass such examination will be a diploma from a reputable high school, a certificate to teach, the result of an entrance examination, or the completion of our Sub-Normal course. Persons sixteen years old and over, unable to pass this examination, may be admitted to the Sub-Normal department.

To be admitted to the Sub-Normal department the applicant must have completed the work of the eighth grade of the public schools of Illinois or an equivalent. Evidence that he has done this work will be a certificate stating that he has passed the "final" examination provided by the county superintendent, or an examination here. If under sixteen years of age, he will not be required to agree to teach, nor will he receive free tuition.

The Practice School receives children of suitable age and health who live with their parents, or are provided with good home care. Tuition is free for the first three grades.

Graduates of accredited high schools having a strong four-year course will receive twenty-four credits; those of accredited high schools having a strong three year course will receive twelve credits.

Reasonable credit will be given for work done in other schools, provided satisfactory evidence is presented.

The entrance examinations in the common school branches will cover about the same ground and require about the same accuracy as in county examinations.

Those who fulfill other conditions and have an average grade of eighty-five or more are placed in the Normal department; those whose grades are seventy or above and less than eighty-five, are entered in the Sub-Normal classes; but those who fall below seventy

will not be admitted unless their ages would locate them in the Practice School.

Applicants for admission should bring certificates of examination or diplomas which they may have; or in the absence of these, letters of recommendation as to moral character, etc. It is well for young people to know that some one stands for them, vouching for their conduct and character, and that it is no trifling matter to matriculate in a well organized institution of learning, and become a living factor where the relationship is vital to all concerned.

EXPENSES.

TUITION.

To those who sign the pledge to teach, tuition is gratuitous; but the law of the institution requires that there shall be an incidental fee charged. At present this fee is $3 for the term of fifteen weeks, and $2 for the terms of eleven and twelve weeks. The rates of tuition in the different schools are as follows:

	Fall Term.	*Winter Term.*	*Spring Term.*
Normal Course	$9 00	$6 00	$6 00
Sub-Normal Course	6 00	4 00	4 00
Practice School	4 00	3 00	3 00

The first three grades are admitted without tuition.

The tuition in the High School is the same as in the regular Normal Courses.

BOARDING.

Board can be had in good families in Carbondale at rates varying from $2.75 to $3.50 per week; and by self-boarding, or by boarding in clubs, the cost may be reduced to $2.25 per week. Two clubs are in successful operation. The whole expense of boarding and tuition may be reduced to less than $100 per year.

BOOKS.

Books, new and second hand, are sold at the book stores of Carbondale at reasonable prices. The institution does not deal in text-books. Students coming to the Normal should bring what text-books they may have with them. It often saves considerable expense and frequently avoids tedious delays in getting to work.

PHYSICAL TRAINING.

It is desired that all students take the physical training, both as a matter of culture and as a means of health. Students in the Sub-Normal department are required to take physical training; and in order to graduation in either of the regular Normal courses of study, three passing grades are required in addition to that in the Sub-Normal course. No student will be excused from these requirements except on a certificate of a regular physician or by the President, and on account of physical disability or some other reasonable cause. Physical training is a part of every course of study and is to be taken at the time designated in each course. If the student is irregular, he must, in this case as others, select the earlier work first. Students in physical training as a rule get on with their studies better than those who do not avail themselves of its benefits.

SPELLING.

All Sub-Normal students are required to enter the class in Spelling and remain in the class until their proficiency will justify their release from the work. Any student of the Normal classes who shall misspell five words in any written exercise submitted by a teacher, will also be assigned to this class, provided he can do so without a conflict with a study already assigned. The spelling is conducted by dictation, writing, and defining.

ENGLISH COMPOSITION.

All first-year Normal students are required to take English Composition twice a week through the school year. Physical training will be omitted on Tuesday and Thursday of each week and English Composition will take its place on those days. A class is organized in the spring term which meets four days per week and does the same work as the regular class does throughout the year.

DIPLOMAS.

Diplomas are granted to those who complete one of the prescribed courses of study, and will be conferred upon the completion

of the work at other times than commencement day, should the student need it in securing an appointment to teach.

DISCIPLINE.

Progress in all government has been toward self-government; this is by self-activity and self-control, not by repression from others. Poor teaching requires much discipline. In a typical Normal school, discipline is at a minimum because the students are there for a purpose which they appreciate Moral irregularity is usually due to the lack of proper employment. This is especially true of young people.

MUSEUM.

The museum is located in the northeast corner of the new building on the first floor in a room 50 by 60 feet, where are cabinets and natural history material for the use of the school. Great care has been given to the selection of this illustrative material, which is of great value to those studying Natural History.

The department of geology contains a collection of minerals representing the different geological ages or periods, and these periods are fairly represented by fossils. Many of the specimens have one face polished. There is a large series of typical minerals, besides the working material for laboratory use; and one case contains representative gold and silver ores from about one hundred and fifty mines in central Colorado.

The herbarium contains several thousand specimens of mounted plants, both foreign and domestic. A large number of the foreign species are the typical Linnean species.

The insect cabinet contains several thousand species, representing all the orders of insects. In Lepidoptera, beside the regular cabinet series of specimens, there are several hundred butterflies and moths in the new Denton Butterfly Tablets, put up in this way for class use.

The vertebrates are represented by a large collection of mounted birds and mammals, and some reptiles and fishes. Most of the fishes, reptiles, and batrachians are in alcohol.

The cabinet of shells contains more than eight hundred species, represented by several thousand specimens.

Besides the above, there is a large series of archeological specimens, illustrating the arts of the original inhabitants of this country.

A handsome conservatory has recently been built at a cost of $1,800. This is used in connection with the work in Botany, and in the "Nature Study" work in the Training department. It serves as a conservatory for the plants grown in the beds of the campus, and for propagating plants for use in class and in supplying the flower beds of the campus.

ILLUSTRATIVE APPARATUS.

The educational value of seeing things is beyond estimate. In many phases of mental growth, there is need of a combination of sense with reason that the best results may be secured. To obtain this combination, apparatus for illustration is of great value; apparatus for determination of principles adds much to a subject; apparatus for demonstration of physical laws is invaluable.

Through the liberality of the General Assembly from session to session ample funds have been appropriated, which have been wisely expended by the Board of Trustees. The institution recognizes the increased demand for improved facilities in scientific research, hence it is planning for a still better equipment.

The chemical department possesses a complete outfit for qualitative work of all kinds. The supply of water, gas, sinks, Bunsen burners, etc., is ample, and each work-table has four complete sets of reagent bottles, ring stands, test tubes and racks and other material. The individual hoods at each work-table are connected with the general hood, thus preventing the diffusion of fumes and of noxious gases throughout the laboratory and building.

A large collection of minerals and named specimens helps students to master forms, names and composition of minerals, fossils, and other data connected with Geology and Mineralogy.

An excellent refracting telescope—made by Clark & Sons—with a five-inch object glass adds to the interest of Astronomy. The institution also has a collection of astronomical charts.

For work in Physics there is a large collection of accurate apparatus for the study of mass, molecular and ether physics. This

is used by the students who demonstrate principles and laws for themselves. During the last few years the Board has provided a fine equipment for working in wood and metal. Cabinet work-benches, large and small vises, tools of all sorts have been purchased. The lathe has been fully equipped for work in wood and in metal. Crude material is put into the hands of the students and they construct apparatus which belongs to them.

Thus the institution plans to send out teachers who may be competent to teach scientific truths, and may be prepared to utilize local opportunities in making apparatus to illustrate the truths taught.

The mathematical department is well equipped with units of measure for teaching denominate numbers, blocks of mensuration, a surveyor's transit and compass which the classes in trigonometry and surveying are required to use freely.

The instruction in geography has been materially aided recently by the purchase of a full set of large relief maps, which added to the former supply of such material, makes the equipment very complete.

The department of history has received its share of facilities for illustration, such as globes, maps, a case of historical relics, souvenirs of travel, etc.

MANUAL TRAINING.

Preparations are being made for the introduction of Manual Training in the institution. Thus far this phase of work has been confined to the making of apparatus in the department of physics. The large room formerly occupied by the museum has been set apart for this and will be fitted up at an early date.

LITERARY SOCIETIES.

There are two literary societies, the Zetetic and the Socratic. They meet on Friday evenings. These afford one of the best means of culture, discipline, and instruction in the conduct of parliamentary business. They have elegant halls located in the Library Building, admirably fitted and furnished. The programs of these organizations represent the energy of students, and show their devotion to the preparation for the practical duties of public life.

CHRISTIAN ASSOCIATIONS.

The Young Men's Christian Association and the Young Women's Christian Association each has a well conducted organization, which meets weekly in a room fitted for its use in the Library Building. Their committees look after new students upon their arrival, and those who may be sick while attending school, and in many ways minister to the wants of their fellow students. Several classes in Bible study are organized by these societies. The state college secretaries of each of these branches of Christian work pay them a visit twice a year for conference and direction. New students upon their arrival may recognize the representatives of these associations by the special badges worn, indicating their willingness to render their kindly services wherever needed.

SUMMER SESSION.

The Summer session has become an established feature of the institution. The work is largely in the hands of heads of departments. An incidental fee of one dollar is charged. Due credit will be given all reguarly completed work. The term opens on the Monday following commencement and continues six weeks.

In addition to the regular class work the entire equipment of the institution is utilized, including the library, the museum, the biological chemical, and physical laboratorise as far as these are needed.

During the session the students in attendance will render two literary programs in the two literary society halls. In the past these entertainments have been highly appreciated and enjoyed.

LIBRARY AND WORKS OF REFERENCE.

The University has several complete sets of reference books, cyclopedias, biographical and pronouncng dictionaries, gazeteers, atlases, etc., which are placed in the Assembly Hall, and in the several recitation rooms, so that the students may consult them to the best advantage.

The library proper is in a handsome new building, a short description of which is found further on in the catalog. It is open all of each school day, and from nine to twelve on Saturdays. The library contains now nearly 18000 volumes, including a large and well selected professional library for teachers. Nearly two hundred dollars are expended annually for current literature. The best of this is bound each year at an expense of nearly one hundred dollars additional.

DEPARTMENTS

There are four departments: the Normal, the Sub-Normal, the Practice School, and the High School.

THE NORMAL DEPARTMENT.

This department gives thorough instruction in the elementary and higher portions of the school course of study, and, indeed, fits the student by knowledge and discipline for the practical duties of a teacher. It aims to give, in addition to instruction, opportunities of observation and trial; so that one passing through either course shall not be a novice in his calling upon entering the schoolroom. With this idea in mind, every branch prescribed to be taught in the common and high schools of our state is included in our courses of study. Accuracy and thoroughness are points held in mind in every recitation, and drills upon the elements are made a specialty. Great attention is therefore bestowed upon the earlier parts of the course, such as spelling and pronunciation, reading and defining, drawing, writing, vocal music and physical training. The body needs culture and systematic activity quite as much as the soul, and we begin with making it the servant of the mind, and habituating it to an unhesitating obedience.

The methods of teaching are dstinctively Normal. What the student is required to learn, and the methods of presenting it, are both designed to give him, who intends to become a teacher, the philosophy of learning and remembering, and the philosophic manner of imparting knowledge and securing discipline.

The practice work is designed to fit students of this institution to become practical teachers. It comprises (1) a study of psychology, pedagogy, school law, and practical ethics; (2) attendance of practice teachers upon weekly meetings held for a study of methods of instruction and management of pupils and classes; (3) actual teaching in the Practice School, under the constant



SCIENCE BUILDING.

supervision of training teachers of the Normal School; (4) illustrative lessons taught by the several training teachers and the heads of departments; (5) more or less observation work under the special supervision of the Superintendent of the Training School.

In the Normal department three courses of study are offered as follows: The first and second are each four years in length; the third one year.

1. The English Course. The student who is sixteen years of age and has obtained a certificate of good rank as a teacher in the public schools, or is a graduate from an accredited high school, can complete this course in four years or less. It requires a thorough training in all the branches taught in the common schools, a good course in English language and literature, an extended course of mathematics, and all the professional work—methods of teaching in all the common branches, psychology, pedagogy, and practice teaching under the critic teacher; this course is fully given on another page.

2. The Latin and German Courses. These provide for eleven terms of Latin, or nine terms of German in addition to much that is required in the English course.

3. The Professional Course. This course enables the college graduate, or any one equally well qualified, to take all the professional work in one year. This gives an opportunity to review the common school branches, if necessary, and includes psychology, pedagogy, three terms of practice teaching, drawing, school-law and method of work in all the common school branches.

THE SUB-NORMAL DEPARTMENT.

This course is for those who have completed the eight grades in the Practice School or hold a certificate from the "final examination" by the county superintendent, but who are not sufficiently mature in scholarship to enter the normal classes. The studies in this course are such as this class of students may require, and will cover about one year's work, depending more or less upon the strength, age, and proficiency of the pupil.

THE PRACTICE SCHOOL.

This department consists of one hundred twenty to one hundred fifty children, who are divided into eight grades corresponding very largely to the grades in the public schools. These are in charge of training teachers and of the superintendent of the practice work. The Practice School is a necessary adjunct of the Normal department. It furnishes tests of the methods enjoined, gives opportunities to observe child nature and work, and is the department in which the Normal students are trained in the art of teaching. It is the aim to make this a practice school in the best sense for the development of model teachers.

The courses of study show the practice teaching to be done in particular terms of the course, but the superintendent of the Practice School has the privilege to call on students to teach whenever they are ready for the work, and the superintendent is satisfied their services should be rendered for the needs of the department.

THE HIGH SCHOOL.

In order that the model school may present all phases of the public school work and be in fact what it is in name, and to supply a demand which exists in this section of the state, the Board of Trustees has ordered the reinstatement of the High School as a branch of the model school.

It is the purpose to make this course a typical one in scope and thoroughness, one that may be regarded as a standard in equipment and excellence. It is four years in length, and sufficiently strong to prepare for entrance into the best colleges and universities of our land. Students taking this course have access to the library, laboratories, and gymnasium to the same extent as those taking the regular normal courses. For the details of the courses offered see pages showing "Courses of Study."

TWO-YEARS' CERTIFICATE.

Upon the completion of the first two years' work in either course a certificate will be issued stating the fact and naming the studies completed. Students receiving credits on a portion of this

work which may be done elsewhere, and completing the remainder will be entitled to the same certificate.

This two years' work in the English course offers a review in the common branches, methods in the common branches, two terms in pedagogy, one term in psychology, three terms in drawing, four terms of science, and one term of teaching in the Practice School. In the Latin or German courses some of these features are wanting, but the additional work in language compensates for the loss.

This course will fit the student for doing excellent work in the school room. And should the student not be permitted to remain longer than the two years he will have a formal statement relative to his attendance and attainments.

COURSES OF STUDY

SUB-NORMAL COURSE

Fall Term.	Winter Term.	Spring Term.
1 E Read. and Comp.	1 D Read and Comp.	1 C Read. and Comp.
3 D Geography.	2 C Grammar.	3 C Geography.
5 D Arithmetic.	5 C Arithmetic.	5 C History.
6 Phys. Training.	6 Phys. Training.	6 Phys. Training.
7 Writ. and Spell.	7 Writ. and Spell.	7 Writ. and Spell.

Students who are excused from writing may take drawing.

PROFESSIONAL COURSE

Fall Term.	Winter Term.	Spring Term.
1 Practice.	1 A History.	2 A Arithmetic.
4 A Grammar. A Drawing.	2 Practice.	3 Practice.
5 Eng. Analysis. School Law.	3 A Psychology.	4 A Reading.
	6 B Pedagogy.	6 A Pedagogy.
		7 A Geography.

ENGLISH COURSE

Fall Term.	Winter Term.	Spring Term.
	FIRST YEAR.	
1 C Physics.	1 B Arithmetic.	1 D Algebra.
2 Physiology.	2 B Reading.	2 A Arithmetic.
3 C Drawing.	3 B Grammar.	3 B Drawing.
5 {Physical Train. {English Comp.	5 {Physical Train. {English Comp.	5 {Physical Train. {English Comp.
6 E Pedagogy.	6 B Geography.	6 B History.
	SECOND YEAR.	
1 Vocal Music.	1 A History.	1 B Botany.
2 English Authors.	2 D Pedagogy.	2 A Grammar.
3 B Psychology.	4 B Zoology.	4 A Reading.
4 A Drawing.	5 Practice.	5 Civics.
5 B Chemistry.		7 A Geography.
	THIRD YEAR.	
1 Rhetoric.	2 B Algebra.	2 Practice.
2 C Algebra.	3 B Physics.	3 B Literature.
6 General History.	6 General History.	5 C Pedagogy.
	ELECTIVES.	
A Zoology.	*A Chem. and Min.*	*A Physics.*
Practice.	*English History.*	*Blackboard Drawing.*
Book-keeping.	*Elocution.*	*A Algebra.*
	FOURTH YEAR.	
3 C Geometry.	3 B Geometry.	2 Phys. Geog.
4 Practice.	4 A Literature.	4 A Psychology.
5 {Eng. Analysis. {School Law.	6 B Pedagogy.	6 A Pedagogy.
	ELECTIVES.	
Geology.	*Astronomy.*	*A Botany.*
Ref'n & Revol'n.	*Sociology.*	*Advanced Literature.*
Trig & Sur.	*History of Art.*	*A Geometry.*
	Public Speaking.	*A Latin* (for Latin Course.)

LATIN AND GERMAN COURSES.

Fall Term.	Winter Term.	Spring Term.
	FIRST YEAR.	
1 C Phy's or Phys.	1 B Arithmetic.	1 D Algebra.
3 C Drawing,	3 B Grammar.	3 B Drawing.
4 L Latin or I Ger.	4 K Latin or H Ger.	4 J Latin or G Ger.
5 {Physical Train. {English Comp.	5 {Physical Train. {English Comp.	5 {Physical Train. {English Comp.
6 E Pedagogy.	6 B Geography.	6 B History.
	SECOND YEAR.	
1 Vocal Music.	1 A History.	1 B Botany.
2 English Authors.	2 D Pedagogy.	2 A Arithmetic.
3 I Latin or F Ger.		
4 {A Grammar. {A Drawing.	3 H Latin or E Ger.	3 G Latin or D Ger.
5 B Chemistry.	4 B Zoology.	4 A Reading.
	5 Practice.	7 A Geography.
	THIRD YEAR.	
1 Rhetoric.	2 B Algebra.	3 Practice.
2 C Algebra.	3 B Physics.	5 C Pedagogy.
6 F Latin or C Ger.	6 E Latin or B Ger.	6 D Latin or A Ger.
	FOURTH YEAR.	
2 C Latin.	2 B Latin.	1 Practice.
3 C Geometry.	3 B Geometry.	4 A Psychology.
5 {Eng. Anal. {School Law.	4 A Literature.	6 A Pedagogy.

N. B.—The hours for recitation in German are not as above indicated, but are shown in program of exercises immediately following. The German course includes the two terms of General History.

The electives in this course, six of which must be taken, are as follows:

1. All electives offered in the English course.
2. Those subjects required in the English Course, but not required in the Latin or German Course except B Reading.
3. A Latin.

HIGH SCHOOL COURSE.

Fall Term.	Winter Term.	Spring Term.
	FIRST YEAR.	
Physiology.	Zoology.	Botany.
Phys. Geog. or Book-keeping.	Inventional Geom.	D Algebra.
English.	English.	English.
Latin or German.	Latin or German.	Latin or German.
	SECOND YEAR.	
C Algebra.	B Algebra.	A Algebra.
English Authors.	English.	Civics.
Physics.	Physics.	Physics.
Latin or German.	Latin or German.	Latin or German.
	THIRD YEAR.	
C Geometry.	B Geometry.	A Geometry.
Rhetoric.	English.	B Literature.
General History.	General History.	English History.
Latin or German.	Latin or German.	Latin or German.
	FOURTH YEAR.	
Chemistry.	Chem. and Min.	U. S. History.
Trig. and Sur.	Anal. Geom. or Soc.	Adv. Literature.
Ref. & Rev. or Greek.	Astron. or Greek.	Geology or Greek.
Latin or French.	~~Latin or~~ French.	Latin or French.

Students completing the first three years of the High School Course will be prepared to enter the Freshman year of college, except in Greek. Those completing the four years will be given advanced standing.

Normal Department.

Fall Term.

1						1 B Arith. 1 *	
2		† C Gram. *	1 Physiology 1		B History*	3 C Algebra 3	C Latin 4
			ASSEMBLY EXERCISES.				
3	2 B Psychol. 2	1 B Gram.*		1 C Drawing 1		4 C Geom. 4	1 Latin 2
4		2 A Gram. ½ 2		2 A Drawing 2			L Latin 1
			LUNCH HOUR.				
5		4 E Anal. ½ 4			1 B Geog. 1*		
6			2 B Zoology 2*	Sup. Draw.		4 Trig.&Sur 4§	F Latin 3
7			3 Biology 3 §		4 Ret'n. & Rev'n. 4 §		

Winter Term.

1				4 His. of Art 4§	2 A History 2	1 B Arith. 1	
2		† C Grammar	1Physiology1*	Bl'kb'd Dr.* §		3 B Algebra 3	B Latin 4
			ASSEMBLY EXERCISES.				
3	2 B Psychol. 2*	1 B Gramm'r 1			3 Eng. His. 3 §	4 B Geom. 4	H Latin 2
4			2 B Zoology 2	1 B Drawing 1*		4 C Geom. 4*	K Latin 1
			LUNCH HOUR.				
5							
6		† D Gram. *		Sup. Draw.	1 B Geog. 1		E Latin 3
7							

Spring Term.

1			2 B Botany 2		1 B Geog. 1 *	4 A Geom. 4 §	
2		2 A Grammar				1 A Arith. 2	
			ASSEMBLY EXERCISES.				
3		1 B Gram. 1 *		1 B Draw. 1		1 B Arith. 1*	G Latin 2
4	4 A Psychol. 4					4 B Geom. 4 *	J Latin 1
			LUNCH HOUR.				
5		† C Gram. *			2 Civics.		
6				Sup. Draw.	1 B History 1	3 A Algebra 3 §	D Latin 3
7			4 Biology 4 §	3 Bl'kb'd Dr.3§	2 A Geog. 2		A Latin 4 §

N. B.—EXPLANATION OF SYMBOLS: * Irregular Classes; † Sub-Normal Classes; § Elective; ‡ Grammar School.



VIEW IN ART ROOM—BLACKBOARD DRAWING.

Program of Exercises.

Fall Term.

1	3 Rhet. 3		1 C Physics 1					2 V. Music 2	
2	2 Eng. Authr 2					1 Physiology 1	Physical Tr.		
	ASSEMBLY EXERCISES.								
3			4 Geology 4 §	† D Geog.	1 German 1		Physical Tr.		
4	† Comp. & R'd	3 C Ped. 3*			L Latin 1	† C Arith. *		‡ Phys'l Tr.	Voc. Music*,
	LUNCH HOUR.								
5	1 Comp't'n 1	4 S'l L'w ½ 4		† C Geog. *		† D Arith.	2 B Chem. 2	1 Phys'l Tr. 1	
6		1 E Ped. 1		3 Gen. His. 4	C German 3		2 B Chem, 2	† Phys'l Tr.	Athletics
7			3 A Phy's. 3 § *		F German 2	3 Book K'p 3 §		1 Phys'l Tr. 1	Writ. & Spell.

Winter Term.

1	† Comp & R'd								
2	1 B Reading	2 D Ped. 2		1 B His. 1 *	H German 1		Physiology *	Physical Tr.	
	ASSEMBLY EXERCISES.								
3	3 Elocution 3 §		3 B Phy's. 3	† D History	E German 2			Physical Tr.	
4	4 A Lit. 4		3 B Phy's. 3		K Latin 1	† D Arith. *		‡ Phys'l Tr.	Voc. Music *
	LUNCH HOUR.								
5	1 Comp't'n 1					† C Arith.	3 A Chem.	1 Phys'l Tr. 1	
6		4 B Ped.		3 Gen. His. 4	B German 3		Mineralogy 3 §	† Phys'l Tr.	Athletics
7	Pub. Speak'g	4 Sociology 4 §	4 Astron. 4 §			Book K'ng *		1 Phys'l Tr. 1	Writ. & Spell.

Spring Term.

1	†Comp. & R'd	1 E Ped. 1*	1 C Physics 1 *			1D Algebra 1			
2				4 Phy. Geog.	G German 1		Physiology*	Physical Tr.	
	ASSEMBLY EXERCISE								
3	3 B Liter.	1 D Ped. 1 *	3 B Phy's. 3	† C Geog.	D German 2			Physical Tr.	
4	2 A Read. 2		3 B Phy's. 3		J Latin 1	§ C Arith. *	H S Botany	‡ Phys'l Tr.	Voc. Music *
	LUNCH HOUR								
5	1 Comp't'n 1	3 C Ped. 3		† C History			2 B Chem. 2 *	1 Phys'l Tr. 1	
6		4 A Ped. 4			A German 3	§ D Arith. *	2 B Chem. 2 *	†Phys'l. Tr.	Athletics
7	4 Adv. Lit. 4§		3 A Physics 3§			3 Book K'g 3§		1 Phy. Tr. 1	Writ. & Spel.

EXPLANATION OF FIGURES: On the left, number of year in English Course: on the right, number of year in Latin or German Course.

SYLLABUSES OF SUBJECTS

D. B. PARKINSON.

PSYCHOLOGY.

(B) "Applied Psychology" by McLellan and Dewey is used as a text for this grade of the subject. The relation of psychology to education will receive special emphasis, as the practical teacher is in greater need of a knowledge of the principles that underlie the correct methods of imparting knowledge and securing the most symmetrical and harmonious mental development of the child, than he is in the more remote problems that engage the student of philosophy.

The character of the work bears so closely on the work of the school-room that the student cannot fail to recognize the practical value of the matter presented.

"Methods of Interrogation" is discussed at considerable length, furnishing an excellent opportunity to examine the different methods and maxims that have recently come into prominence in pedagogical circles.

"Kindergarten Work and Self Instruction" are important in the thought of the author, hence these themes will receive due consideration. The presentation of outline methods characterizes the latter part of the term's work. These are based on "explicit psychological principles" and are indeed of immense value to the teacher in his early attempts to tackle the multitude of puzzling questions.

The work in B Psychology is on the above basis and is offered in the fall term of the second year in the English course. It is not offered in the Latin course. Some valuable work is dependent

largely on the use of psychological apparatus. This will be used more or less freely in this earlier grade of the department.

(A) Davis. The more advanced course in psychology is placed in the twelfth term in each course. The author has chosen a style of presentation somewhat peculiar to himself, but in a manner favorable to this grade of the study. Some of the familiar topics are treated in a modified manner, others are quite original. A reasonable amount of discussion will be given to the relation of physiology to psychology, especially for those who have had none of this phase of the subject in their pedagogy. The following subjects will receive due consideration: Consciousness; its conditions, limits, facts, modes. Immediate knowledge; cognition, presentation, perception, external reality, self-perception, pure intuition, origin of pure truth, mind and matter. Mediate knowledge; representation, mediate perception, suggestion, memory, imagination, thought. Feeling; sensation, emotion, sentiment. Desire; kinds, regulations. Volition; elements, freedom.

The subject matter is enlarged upon by copious references and illustrations from a large number of other authors on the same themes. The bibliography prepared by the author is unusually large for a text-book and is very helpful to the student.

DEPARTMENT OF

Pedagogics and School Law

JAMES KIRK.

PEDAGOGY.

(E.) The work of this term pertains to the organization and management of schools, and is discussed under the following heads:

Necessity for the public schools; the functions of the school; what the school ought to accomplish.

THE TEACHER.—The teacher's qualifications; necessary preparation for his work; means of advancement in his profession; his relation to school officers; his relation to patrons and the community.

THE SCHOOL.—The school house and grounds; furniture and apparatus. Preparation for beginning the term; organization; program; rules and discipline; school records.

THE RECITATION.—Objects of the recitation; ends to be attained; preparation by the teacher; preparation by the pupil; method of conducting recitations.

(D.) Elementary psychology, and school management. Study of activity as sensation, perception, conception, memory, imagination, reason, judgment, feeling, and volition. Ends, conditions and means of school government; will training; school incentives; punishment; right conduct.

(C.) Consideration of general hygiene and physical exercises. Development of intellectual activities at different ages. Effect thereon of different branches of study. Particular education of the senses. Culture of memory, imagination, judgment, and reason. General method. Special method. Diversity of character and formation of habit. Culture of sensibility and will as elements of character. Motives.

(B.) PHILOSOPHY OF EDUCATION.—The Philosophy of Education, by Rosenkranz, is the basis for this work and the work in (A) Pedagogy. Consideration is given to the general idea of education and to its special elements. The general idea of educa-

tion includes its nature, its form, and its limits. The culture of body, intellect and will are treated under the special elements of education. Dietetics and gymnastics are studied with respect to their fundamental ideas. The significance of the development of attention, as a voluntary act, is emphasized. The psychological epochs, or the intuitive, the imaginative, and the logical periods of growing mind, claim attention. The development of the subject-matter, and the manner of the demonstration follow, logically, the study of the pupil's development. Consideration of the pupil's capacity, and the elements of the act of learning, in connection with the method of instruction. Under will-training are considered social usages and virtues, the discipline and the character which constitute morality. The theoretical and the practical process of religious culture, and the union of both in a historical process, furnishing the ground of a rational faith—a philosophical culture —in the education of the will, are duly considered.

(A) The study of historical systems of education. These are classed as the National, the Theocratic, and the Humanitarian, or the Christian, systems. Passive, active and individual phases of the National system, as exemplified in the education of China, India, Thibet; in that of Persia, Egypt, Phoenecia; in that of Greece and Rome, and among the German tribes. The selfish purpose and the utilitarian character of the first and the second phases. The development of the powers of the being to be educated is the aim of the third. Theocratic education among the Israelites. Monkish, chivalric and civic phases of Humanitarian education. The elements of the ideals of the national and the theocratic systems combined in the humanitarian system in a higher ideal of spiritual perfection. This ideal, attainable only through spiritual freedom. The final "free education" must provide for the education of all classes of society, by all available instrumentalities, for all the relations of free citizenship.

SOCIOLOGY IN RELATION TO EDUCATION.

ELECTIVE.

1. Claims of sociology; its character and method. Education closely related to sociology, the science of society. Nature of society, and of social progress.

II. Customs as a factor in sociology. Nature of customs. Relation to progress. Forms of customs; social, civic and religious. Relations in the family. The family the school of social relations. Social problems growing out of family relations. Class relations. Manners. Amusements.

Economic, constitutional, judicial and administrative customs.

Two forms of religious customs. Functions performed by them. Modification, and conservative force of religious customs.

Customs and reforms. Instruments which influence public opinion. Service and evils of the press. Its relation to society.

III. Economics as a factor in sociology. Nature of economics. Two schools. Relation to sociology. Law of rent. Law of Malthus.

Postulates of economics. Nature, function and limitations of competition. Competition as a social law. Social growth in the several forms of production;

(A.) Agriculture—Land; tenure and size of holdings. Socialism. A single tax.

(B.) Manufacture—Changes in form. Consequent losses and gains in society. Hours of labor.

(C.) Increased rapidity of commerce. Growth of cities. Social changes. Social results, and remedies.

Distribution. Ruling principle in it. Rent. Capital. Management and labor. Amount under contention in distribution. Justice—the public welfare. Wage-system. The labor-movement. Its effects. Cooperation. Profit-sharing. Saving and loan associations. Inequalities in distribution. Social principles involved. Exhange, Protection, Sound Currency, Quality, Quantity.

IV. Civics, ethics and religion are factors in sociology, and, as such, receive attention. Under civics, prominence is given to Education and means of equality; Moral training; Education and war, etc.

SCHOOL LAW.

The school law of Illinois is the text in this subject, and questions involving knowledge of court decisions on practical cases, are frequent. The attention given to the subject is sufficient to enable the teacher to begin his services without hesitation as to his legal duties and rights.

DEPARTMENT OF

GRAMMAR

MARTHA BUCK.

Sub-Normal. For those who have but little knowledge of English Grammar, two terms of thorough drill are offered in the Sub-Normal year, corresponding to 8th grade work in State Course of Study.

Normal. Two terms in the Normal department have grammar as one of the required branches. Before entering these classes pupils pass an examination equivalent to that for a second-grade certificate.

The aim is two-fold: To obtain a mastery of the topics studied, and clear ideas of how to teach them to others. At frequent intervals, each class is allowed time for questions upon any points not understood, or upon how to make these points plain to pupils of any grade.

The first term is given to the simple sentence in all its varieties, with its proper capitalization and punctuation. As the elements are studied, the parts of speech of which they are composed are reviewed, with their properties and inflections. The value of each principle as a guide to correct English is tested as it is applied in answering the questions asked by the class.

The first part of the second term's study is given to compound and complex sentences. In this term abridgment is treated and its grammatical changes noted, with the principles which underlie them. The remainder of the term is used in a special study of methods. This work begins with the first language lessons, and takes up grade by grade through grammar to the close of a high school course. What is suitable to each grade, and how to adapt the teaching to the capacity of the pupils, are the central points for consideration. Thus a complete review of both language and grammar is incidentally obtained.

In addition to the work indicated above, one-half term is used for English analysis. The difficult points in grammar are studied. Entire compositions are analyzed logically, the line of thought discerned, and the logical sequence of paragraphs or sentences perceived. Principles of rhetoric and of grammar are reviewed together as they are applied in the complete analysis of entire essays.

DEPARTMENT OF

Elocution, Reading, Rhetoric and English Literature.

HENRY W. SHRYOCK.

ENGLISH.

(E, D, C.) Texts. Elementary Composition, Scott & Denney, and Introductory Lessons in English Literature, Lynch & McNeil. This class meets once a week throughout the entire school year.

(B.) Selections studied, Marmion and Silas Marner. While the emphasis is placed upon literary analysis of the two masterpieces studied, the elocutionary drill is not neglected.

(A.) Text. Teaching the Language Arts, Hinsdale. This class concerns itself with the pedagogy of language work. The study of Hinsdale is supplemented by three type studies,—House of Seven Gables, Evangeline, and Webster's Bunker Hill Address.

RHETORIC AND COMPOSITION.

The entire course in Rhetoric and Composition is based upon a recognition of the following facts: The paragraph is the briefest unit of discourse permitting a pre-view or outline. The first three forms of prose composition are the forms that the student will make the most use of in after life. The higher qualities of style, such as wit, pathos, sublimity, etc., are incommunicable. In accordance with the ideas above expressed, the work is so arranged that a part of the time may be devoted to paragraph writing in class; the paragraphs being largely narrative, descriptive, or expository; the subjects being chosen from a range of topics found within the student's own experience or thought, so that he may write without feeling that he is "doing an exercise;" and the effort is mainly directed toward the acquisition of a clean, straightforward English. In order, however, that the student may be brought into sympathetic appreciation of the graces of rhetoric, the regular work is supplemented by the study of a number of masterpieces of English prose style.



GROUP OF MARION COUNTY STUDENTS, SPRING TERM 1904.

COMPOSITION. A.—Text, Outlines of Rhetoric, Scott & Denney Composition Literature. This class meets twice a week through the entire year.

RHETORIC.—Text, Forms of Discourse, Cairns. This class meets five times a week through the Fall term. In this class special attention is paid to oral discourse.

LITERATURE.

(C.) Texts, History of English Literature, Stopford Brooke; and English Poetry from Chaucer to Kipling, Parrot and Long. Supplementary Studies, Merchant of Venice, Lady of the Lake, Tale of Two Cities, Carlyle's Essay on Burns, Miles Standish, Autocrat at the Breakfast Table.

(B.) Technique of English Poetry. Text, Corson's Primer of English Poetry, Lanier's Science of English Verse, Sweet's Second Middle English Primer. The work will be supplemented by special studies in Macbeth, first two books of Paradise Lost, and The Princess.

(A.) The first six weeks of the term will be devoted to a study of English Prose style. Texts, Minto's Manual of English Prose Style, and Garnet's English Prose from Elizabeth to Victoria. The second half of the term will be devoted to a study of English fiction. The study will be based upon the following works: Ivanhoe, David Copperfield, Vanity Fair, Silas Marner, Last of the Mohicans, and Marble Faun.

ELECTIVES OFFERED BY THE DEPARTMENT.

(C.) Course in elocution, text, Cumnock.

(B.) Course in Shakespeare, based upon the following plays: As You Like It, Hamlet, and Winter's Fall.

(A.) Course in Public Speaking.

DEPARTMENT OF

Biology and Physiology

G. H. FRENCH,
G. M. BROWNE, ASSOCIATE.

BOTANY.

B Botany.—Structural and Symmetrical Botany.—Campbell. This work will begin with the lowest of the Cryptogams and a detailed study will be made from these to the highest or Phaenogams. As supplementary to this work a systematic classification of the groups studied will be given, either from the blackboard or from charts. This will enable the student to see in brief sentences the relation the different groups bear to each other, and upon what structural characters these differences are based.

The plan of recitation will be on Monday of each week a preview of the week's work in the form of a lecture. The recitation hours of Tuesday, Wednesday and Thursday will be devoted to laboratory work in which the plants of the text, or such of them as are accessible, will be studied biologically and histologically. Friday the hour will be devoted to a quiz of the week's work, either oral or written.

A Botany or Plant Biology.—No text-book will be used with this but the work will be wholly laboratory work. It will consist of a systematic study of plants from the lowest up to the highest. For a systematic classification, the blackboard or chart scheme spoken of under B Botany will be used, and at present Dodge's Elementary Biology will be used as a laboratory manual. In addition to the work as given in that, methods of making permanent mounts for the microscope will be given and in the higher plants enough of these will be made to enable the student to make a good comparative study of different groups of plants and of different plants in the same groups.

Boyer's Biology Blanks will be used for notes and drawings. Slides, cover-glasses, labels and slide boxes, etc., will be supplied

in the laboratory at a moderate cost, and this will be the only laboratory fee.

In our present course A Botany is made an elective study.

Plant Pathology.—For the past two years a term's study of diseases of plants due to parasitic fungi and bacteria has been given. This work should follow the A Botany so that the student may be familiar with the use of the microscope and methods of preparing material for microscopic study. No text book is used, but the student takes such plants as may be found at the time infected with bacteria or fungi, study their nature and effect on the plant and the best remedies for destroying or preventing the disease. The standard works on fungi and bacteria as well as government reports and bulletins and various state bulletins are used for reference.

Elementary Agriculture.—A one term course in this is now offered, covering somewhat more than is required in the State Course of Study. It is so arranged that this department will have charge of the plant and animal side of the work. No text book is used, but some of the leading books on agriculture with bulletins issued by the government and by the various state experiment stations are used as reference books. Studies are made of cereals and other cultivated plants, taking into account the preparation of ground, cultivation and care, as well as the varieties best adapted to this locality. A similar study is made of the fruits grown here, with a study of their insect and fungus enemies. Some time will be devoted to a study of bacteria that influence directly or indirectly, soil fertility. The farm animals will receive their share of attention in considering their care, best varieties, etc.

High School or C Botany.—Texts, Gray's School and Field Book for plant analysis and Coulter's Plant Studies for home study. This work will be such as will give the student a knowledge of terms used in speaking of plants, the use of the analytical keys in identifying specimens and some general knowledge of vegetable physiology. This will make a good preparation for higher work in botany, and will be all that is usually required for a teacher's examination. The text-book will be studied through the flowering plants. Special attention will be given to the relation of the plant to its environment. This course combined with B Botany satisfies

the botany requirements for admission to the Sate University and other leading colleges.

ZOOLOGY.

B Zoology.—Animal Forms—Jordan & Heath.—In addition to the use of the charts that have been in use for several years, this year the above text-book has been adopted for home study of the lessons. As above, the microscope will be used in studying the lower forms to illustrate the subjects, and the insects, crustaceans and mussels will be dissected and to some extent studied histologically. In the higher forms the museum will be used for illustration.

A Zoology or Animal Biology.—The same method is pursued in this as in A Botany, no text-book being used, but Boyer's Biology Blanks will be used for notes and drawings, and Dodge will be used for a laboratory manual. There will be less histology work here than in the A Botany, but more of coarse dissection will be necessary.

Like the A Botany work, this is as now arranged in the course, an elective study.

PHYSIOLOGY.

In this, Tracy's Physiology is used as a text-book. The plan of work is on Monday of each week a pre-view of the week's work will be given, which will consist of explanation of points in the text, and of the proposed laboratory work. On Tuesday, Wednesday and Thursday, the class will have laboratory work, and on Friday a quiz. Usually each alternate week the quiz will be oral, and the next week written. The laboratory work will consist of histology of the principal tissues and organs of the body of some animal or bird, and dissection. The histology work will be the preparation of the tissues for the microscope followed by a study of them. As in the A Botany work, materials for the preparation of mounts will furnished to each student by the laboratory at a moderate cost.

On entering a class each pupil will be assigned a seat at a table and a drawer for his laboratory material. If a pupil is in two or more classes he should have the same seat and drawer for all the classes.

Besides the regular one term in Physiology, a term of laboratory may be taken extra as an elective, consisting of experimental physiology and more work in histology and dissection.

DEPARTMENT OF

PHYSICAL SCIENCES

W. B. DAVIS.
G. M. BROWNE, ASSOCIATE.

PHYSICS.

The facilities for instruction in this subject are excellent. In addition to tables for individual students, there are benches and tools for construction work. The supply of water and gas is abundant and convenient. A good lathe with complete equipment, and the best quality of tools for working wood and metal make possible the construction of apparatus that is neat, attractive, and accurate. Students make what they use for the study of levers, pulleys, specific gravity, etc. For example. In studying electricity, students make their own batteries, motors, bells, galvanometers. These belong to the individuals who have made them and are used by them in their own school work.

Recent additions are a pendulum for accurate time marking, an improved Atwood's machine, apparatus for counting the vibrations of tuning forks, a large electro-magnet, wireless telegraph outfit constructed wholly in the laboratory, ammeter, voltmeter, galvanometers, and other pieces for accurate work in all departments of Physics.

An examination of the photographs taken as a part of the exhibit for the World's Fair at St. Louis will give a good idea of the completeness of the equipment for Physical Science.

MANUAL TRAINING.

During the last decade this subject has grown in educational importance. For more than three years this institution has been working quietly, but want of room prevented giving it due attention. A large increase of floor space, made available by the completion of the New Library, now affords ample room for work in Manual Training.

In addition to the valuable collection of tools acquired during the past few years, the facilities are to be largely increased by the purchase of lathes, fret saws, manual training benches and tools. In short this department will rank with the best, and the work done will be wholly in line with what should be done in a Normal School to prepare teachers for what is now demanded by all grades and kinds of public schools.

During the closing term of this year, some excellent work in bent iron was done by pupils of the eighth grade and regular instruction in this will be offered at the opening of the fall term.

C PHYSICS—*Text, Mead.*

In this class the fundamental principles of Physics are demonstrated by actual experiment. Much of the apparatus is constructed by the students, who are urged to suggest ordinary and every day applications of the principles discussed.

The ends sought are two, viz: 1, Familiarity with the simple principles of Physics; 2, Ability to demonstrate them by home-made apparatus. Students are constantly admonished to prepare for the Observation work in the State Course of Study for the Common Schools.

A note-book is kept by each student in which his notes and drawings are recorded as the experiments are completed. These are bound and at the close of the term each student has the results of his work in compact form.

From a list of books distributed at the opening of the term, each student will select and read at least one. One part of his work is a written report on the book he chooses.

Classes organized each fall and spring term. Laboratory fee one dollar. Alternately elective with physiology.

B PHYSICS.—*Text, Hoadley.*

Along with discussions and demonstrations, practical problems are solved. These combine mathematical with experimental Physics and increase the hold students have upon the subject.

As in the preceding class, students are encouraged to construct

apparatus, and in this way are made competent to teach Physics, even if their schools are not fully equipped with instruments for physical measurements and experiments.

The work of this class includes Mass Physics. Fundamental principles are demonstrated by more accurate apparatus than that used by the preceding class. The term's work closes on page 206 of the text.

A note book, similar to that used by the C class, is kept by each student, who thus preserves an accurate account of what work he has done.

From a list of books issued at the opening of the term, each student selects one upon which he prepares a written report as part of the work required.

Classes organized each winter and spring term. Laboratory fee one dollar. Required—two hours per day.

A PHYSICS. ELECTIVE. *Text, Hoadley.*

This class begins where the B class stops and completes the text, hence its work is confined entirely to Ether Physics.

The subject is treated both by class discussion and laboratory experiment. A number of the most advanced and recent books, such as Barker, Hastings and Beach, Ames and Bliss, Thompson etc., are constantly at hand for immediate reference, thus supplementing the text.

Each student is expected to make full and complete notes on each exepriment, and these are bound in compact form for him to use for permanent reference.

Excellent apparatus is made by each student, and this is the property of the student who makes it.

From a list of books furnished each student on entering the class, he chooses one on which to prepare a written report as part of his term's work.

Classes organized each fall and spring term. Laboratory fee one dollar. Required—two hours per day.

ASTRONOMY—ELECTIVE.—*Text, Todd.*

This text is in accord with the modern ideas relative to labor-

atory work. Many simple devices are suggested by the author, which aid materially in arousing and fostering the true scientific spirit. Special effort is made that the student may obtain, as soon as possible, a geometrical concept of the celestial sphere.

Less importance is given to memorizing data, than to the exercise of thinking and securing a clear conception of the matchless beauty and grandeur of the solar system, as exhibited in its unity and symmetry and the marvelous precision of motion.

On account of the limitation of time, the study is confined largely to descriptive astronomy. Enough of the mathematical part is introduced to explain the methods of calculation peculiar to the subject, such as determining dimensions, distances, velocities of orbital movements, etc.

The excellent telescope belonging to the Institution is frequently employed in giving the students a view of the objects they are studying, more particularly of the sun and sunspots, the moon's surface, the phases of Venus, Jupiter and his moons, Saturn and his rings. More or less time is devoted to the study of the principal constellations and the more conspicuous stars of each.

From a list given each student on entering the class, he selects at least one book on which to prepare a written report as a part of the term's work.

Elective—Winter term.

CHEMISTRY—*Text, Newell.*

B CHEMISTRY. In this course the chemistry of common things, air, water, acids, alkalies, salt, sulphur, oxygen, nitrogen and chlorine, is studied with a view to the use of the knowledge gained in teaching physiology, physics, geography, botany, zoology, geology, and agriculture. Care will be taken that the student gets a good understanding of the chemical laws underlying chemical changes, solution, the atomic and molecular theories, the relation of heat, light, and electricity to chemical action, the significance of chemical formulae, and qualitative reactions.

Two consecutive hours per day are given to the subject, the first to a recitation upon the text assigned, and the second to strictly laboratory work.



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Each pupil is charged a laboratory fee of one dollar, and a breakage deposit of two dollars. Excess above breakage by each student is refunded at close of term.

A Chemistry is a continuation of B chemistry, taking up the study of the metallic elements, iron, silver, lead, copper, potassium, sodium, calcium, etc. The laboratory work consists of mineralogy and qualitative analysis. The same fees are charged as in B Chemistry and there is the same division of time.

Chemistry of Soils is a part of the course in agriculture, and includes composition of soils, physical condition of soils and how the physical condition may be changed, moisture of soils, soil temperature and how controlled, manures, both green and farm yard, commercial fertilizer, their composition, application and use. This course is designed for teachers for rural schools and will include some experiments suitable to country school conditions. Farmer's bulletins, government and state reports and a few books of reference are the only texts used.

MINERALOGY—Elective.—*Text, Foye.*

The latter part of the winter term is given to blow pipe work in connection with wet analysis in Chemistry. In this way is obtained a working knowledge of the common minerals and rocks, and students are made ready for field work in Geology during the following term.

A list of books is offered at the beginning of each term for the student to choose from. A written report on the book selected constitutes part of his work.

GEOLOGY.—Elective.—*Text, Brigham.*

The study of Geology is presented as follows: First, dynamical; second, structural; third, historical.

The Institution is admirably situated for the prosecution of field work, as a rapid examination of the State Geological Reports will show.

The material in the museum furnishes excellent specimens of the different varieties of geological formations, typical fossils, and

an excellent collection of minerals, and other material necessary for the proper study of the subject.

The student is expected to give special attention to the geological features of his own region, especially to his own county. In this latter phase of the work, the State Geological Reports are freely used.

Because of the relation which the elementary study of Geology bears to the work in the grades of public school instruction, special emphasis is given to its importance from a pedagogical standpoint.

A part of the work of each student is a written report on at least one book chosen from a list provided on the organization of the class.

Classes organized each fall term.

DEPARTMENT OF

MATHEMATICS

SAMUEL E. HARWOOD.

WM. TROY FELTS, ASSISTANT.

The work in this department is to accomplish three purposes:

1. To give a mastery of the processes and forms of expression in the several subjects.

2. To present the history and pedagogy of each subject. This is the chief value of any branch of study in a normal school.

3. To show the value of each subject in its relations to practical or business life.

To accomplish these purposes, three divisions of mathematical science are used: Arithmetic, Algebra, and Geometry.

ARITHMETIC.

Two Preparatory classes are provided for those who may not be ready for the review required by the regular Normal B class.

This preparatory work is intended to present thoroly the topics named. Pupils who complete it are admitted to the B class.

Those who come to us with certificates should be strong in the following particulars:

1. Power to think clearly. This includes interpretation of problems and is a phase of reading.

2. Accuracy in the processes and in results.

3. Ability to express themselves in good arithmetical forms and with brevity.

4. Skill in rapid mental operations.

5. Power to classify conditions, requirements, processes, and principles involved in problems.

6. Independence in using the book.

7. A knowledge of the "unknown quantity," the equation, and the uses of axioms. This assumes some acquaintance with the rudiments of algebra.

A great many of those who come to us are weak in some one or in all these particulars. This weakness seriously hinders their advance.

(D). This class uses Walsh's Higher Arithmetic and is expected to cover chapters X, XI, and XII.

Emphasis is placed upon accuracy in results and correctness in expression.

(C). This class uses chapters XIII and XIV of Walsh's Higher Arithmetic. The same general requirements are made for clearness, accuracy, and brevity.

(B). First term, First Year.—A thoro review of arithmetic is attempted. The work aims to secure a full knowledge of principles, processes, and forms for expressing the operations. There is a constant search for the underlying principles.

Questions of mind activity and consequent pedagogy are incidental. It is a study of the theory of arithmetic rather than the art.

(A). Third Term, First Year.—This term is given entirely to method in number and magnitude, the history of mathematics, and the current views of number teaching.

ALGEBRA.

Four terms are offered in this subject. Three are required.

(D). This class uses chapters XV and XVI of Walsh's Higher Arithmetic. It is offered in the first term of the first year in the Normal course. The work consists of the rudiments of algebra and constructive geometry.

(C). Junior Year, First Term. Beman and Smith's Academic is the text. Through Simultaneous equations. Outside illustrative and test work. History and pedagogy, as time allows.

(B). Junior Year, Second Term. Wells' Essentials: Through the theory of quadratics. Outside work as above.

(A). Junior Year, Third Term. (Elective.) Proportion, series, bi-nomial theorem, and logarithms.

GEOMETRY.

(C). Senior Year, First Term. Wells' Essentials is used. The work extends to article 269, in third book. Other texts are used as references for additional proofs.

(B). Senior Year, Second Term. Plane geometry is finished.

(A). Senior Year, Third Term. (Elective.) Solid geometry.

In algebra, in addition to ordinary processes and relations, the pupils are led to see its value in training for generalizing.

In geometry, the process of reasoning is emphasized. The demonstration is made not so much for the "Q. E. D." as for discipline in analysis and formal statements of steps by which the conclusions are reached.

Many texts are used for reference, so that additional forms of presentation may be secured and compared.

HIGHER MATHEMATICS.

In the new courses A Algebra and A Geometry are elective.

In addition to these, Trigonometry and the History of Mathematics are offered. Bookkeeping may be had as demanded.

The department has a handsome transit and other necessary apparatus for illustrative work.

BOOK-KEEPING.

This branch is now an elective in the fall term of the third year of both courses, and continues throughout the term.

Instruction in Double Entry is given in a practical manner, wherein the day-book, journal, ledger, cash book, bill book, receipts, orders, promissory notes, and drafts are used. Also a bank account is kept, for which pupils prepare deposit slips, draw checks, and have a bank book. Accuracy and brevity are required in recording business transactions, journalizing, posting and closing the ledger, preparing a trial balance and balance sheets showing a complete analysis of the business.

Department of Languages

C. E. ALLEN.

J. M. PIERCE, ASSISTANT.

LATIN.

Eleven terms of Latin are required of all pupils completing the Latin course, and an additional term may be taken as an elective for which credit will be given.

The Roman method of pronunciation is used.

First Term (L)—"First Year Latin," Collar and Daniell. About forty lessons are completed during this term.

Second Term (K)—The "First Year Latin" is completed and a thorough review in Morphology and Syntax is given. Special attention is paid to quantity and pronunciation, and in the writing of Latin, pupils are required to mark all long vowels.

Third Term (J)—Easy Latin, Roman Traditions and History from "Second Latin Book." Hale and Buck Grammar.

Fourth Term (I) Life of Julius Cæsar from Viri Romæ, and Cæsar's Gallic Wars. Prose composition daily. (Daniell's New Latin Composition.)

Fifth Term (H)—Cæsar—Special drill in grammar and daily exercises in prose from Daniell's "New Latin Composition." Study of the Roman army at the time of Cæsar.

Sixth Term (G)—Cæsar. Prose composition based on the text read.

Seventh Term (F)—Orations of Cicero. First three against Catiline with selections from Sallust's Catiline and prose composition.

Eighth Term (E)—Cicero. The fourth against Catiline with selections from Sallust, the orations for the Manilian Law and the poet Archias. Daniell's Prose Composition.

Ninth Term (D) Ovid.—Selections from the Metamorphoses, about 1,500 verses. Greek and Roman Mythology.

Tenth Term (C)—Virgil's Aeneid. First three books. Scanning and Mythology. Study and recitation on Sellar's Virgil. Prose composition from Part III, of Daniell's Composition.

Eleventh Term (B)—Six books of the Aeneid completed. Sellar's Virgil and prose composition.

Twelfth Term (A)—Cicero. Essay on Old Age. Phormio of Terence.

GERMAN.

The German course has nine terms of German. Pupils who have had no previous training in the language may enter this course at the fall term.

Fist Year. Lange's German Method is the text.

Second Year. Storm's Immensee, Baumbach's Im Zwielicht I, Hillern's Hoeher als die Kirche with Hatfield's Composition, and Riehl's Fluch der Schoenheit are read, and Hatfield's Lyrics and Ballads is used throughout the year. Several poems are committed to memory.

Third Year. Schiller's William Tell, Goethe's Hermann and Dorothea, Gore's Science Reader. German composition and memorizing of lyrics and ballads.

DEPARTMENT OF

History and Geography

GEORGE W. SMITH.

FRANK H. COLYER, ASSISTANT.

UNITED STATES HISTORY.

(D.) SUB-NORMAL.—*Text, McMaster.* This Class will cover the work from the beginning of the text to page 279. The following general subjects will be considered: Discoveries and Explorations; Planting English Colonies; The French and Indians.; Struggle for Rights as Englishmen; Founding the Government; Struggle for Commercial Independence; Industrial Development.

(C.) SUB-NORMAL.—*Text, McMaster.* In this term's work the text is finished. Discussion:—Industrial Development; The Struggle with Slavery; The Indestructible Union; The Economic Struggle.

These two terms' work in History will admit to Normal in this study, if the work is well done.

(B.) NORMAL. *Text, Channing.* The work in this class will begin with the political separation of the American Colonies from Great Britain, and will consider as general topics the following:—Formation of State Governments; The Continental Congress; The Confederation; The Constitutional Convention; Organization of the Government under the Constitution; Rise of Political Parties; Material Development; Struggle over Slavery; Secession; Reconstruction.

(A.) NORMAL. *Text, Mace.* It is the purpose of the work in this class to make a brief study of the philosophy of history. To determine the essential elements in historical matter. To arrive at the laws of the organization. To determine the process of historical interpretation. To place an educational value upon the process of historical interpretation. To find laws governing the



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co-ordination of historical matter when interpreted. And, finally, to apply these laws and processes in organizing the history of the United States into periods, sub-periods, phases, and events.

The following is a brief outline of the

(1.) PHILOSOPHICAL DISCUSSION.

Essential elements of history:

Form and content.
Continuity and differentiation.
Five great institutions—not always co-ordinate.
Organic unity in institutional life.

Processes involved in organizing history:

Nature of organization.
Processes in organization.

Processes of interpretation—forms of thought:

Positive and negative causes.
Fundamental and particular.
Purpose and means.
Original and second-hand matter.

Educational value of interpretation:

Integration depends upon common content.
The mechanical and organic whole.
Comparison is the basis of integration.
Value to the historical judgment.
Ethical value of the process of interpretation.

Process of co-ordination:

Relation of the particular to the general.
Need of good judgment in selecting matter.
The principle—matter is valuable according to the nature of its content.

(2.) ORGANIZATION OF PERIODS OF UNITED STATES HISTORY.

Under this head we analyze the history of the United States and build three periods with an underlying principle for each: 1. Planting local English institutions in America. 2. Development and perfection of the spirit of union. 3. Development of nationality.

(3.) ELEMENTARY PHASES OF HISTORY TEACHING.

Here we discuss the philosophy and methods of presenting history to the lower grades.

CIVICS.

NORMAL. *Text, Hinsdale.* It is the purpose of this term's work to broaden the student's notion of man's relation to his fellow men in organized society, and to give him a better knowledge of the institution which regulates this relation.

The Declaration of Independence says governments are instituted among men to secure to the people life, liberty, and the pursuit of happiness, and that whenever any form of government becomes destructive to these ends it is the duty of a people to abolish that form and institute another.

From this we may infer that the forms of government have much to do in enhancing the efficiency of government itself.

It is therefore essential that the would-be citizen familiarize himself with that agency which, by common consent, secures to each, such precious boons as life, liberty and happiness. These subjects will be considered:—Science of Government; History of the Government in the Thirteen Colonies; Formation of the Union, Continental Congress, Articles of Confederation, Constitutional Conventions, Ratifying Conventions; Relation of State and National Governments; Nature and Sources of the Constitution; Analysis of the three Departments of Government in the United States.

ANCIENT HISTORY. This term's work will make a brief survey of the ancient oriental nations and a much more extended study of Greek and Roman history.

GENERAL HISTORY.

The aim of the study of the ancient oriental peoples will be to note the origin and development of the elements of civilization, and to show what the ancient oriental peoples contributed to the general current of world history.

In the Greek and Roman history, a much more extended in-

vestigation will be attempted; and as far as our present equipment will permit, the students will be expected to investigate certain phases of the work for themselves. The aim of the work here is to acquaint the student with the best authorities on the work in hand, and to make them self-reliant.

MEDIAEVAL AND MODERN. *Robinson.* This term's work will have much the same plan and aim as that of the preceding term. The idea is to note the elements that enter into modern history, then trace their development and organization into institutional life—The rise, growth, and decline of the papal power, the revolt of northern Europe against the papacy, forming the religious part of the movement. The rise and growth of political institutions, with special reference to the element of government in the Teutonic people, the influence of Roman government, the feudal form of government, development of the "free cities," rise of absolute monarchies, and finally the rise of the masses in governmental affairs, constituting the other phase of modern life.

ENGLISH HISTORY—ELECTIVE.

This work may be elected in the second term of the third year. The aim will be to trace not only the growth of the English nation, but the development of English institutions. The relation of these to American institutions will be studied.

REFORMATION AND FRENCH REVOLUTION—ELECTIVE.

The purpose here is to trace more minutely the two great events around which cluster all the most important movements which determine modern religious and political institutions.

GEOGRAPHY.

(D.) SUB-NORMAL. *Text, Frye.* The text will be followed quite closely. The plan of the work being to fix in the mind of the pupil the physical agents at work in modifying the earth's surface, and the physical basis for the climate of any locality. If this work is well done the student is ready to connect therewith

the particular activities which are adapted to that region. North America is then taken up and studied in detail. In this work we aim to connect with each distinct region the industrial life which is the result of the physical environment.

(C.) SUB-NORMAL. *Text, Frye.* The text will be finished in this term. The several continents will be studied from the plan pursued in the study of North America.

(B.) NORMAL. *Text, The Natural.* In this class we study more carefully, man in his relations to his surroundings. The various industrial activities are shown to have a basis in the physical structure and climate.

(A.) NORMAL. *Text,———.* This work begins with a general discussion upon the following topics:

Subject matter: The organic and the inorganic.
Relation of these two.
Highest form of life.
Means of its development.
Classification of activities.
Spencer's estimate of "science."
Acquisition of adequate concepts.
Dependence of life upon structure and climate.
Relation of the "human" to the "natural" in Geography.

We then take up the Sense Phase of Geography. We discuss briefly the method the child follows in acquiring a large stock of individual images of geographic forms through observation. The relation of Geography to the other studies is emphasized. The disciplinary value of the work of the sense phase is shown.

The Material.
Geographic forms.
Meteorology.
Culture agencies.
Industrial agencies.
Political agencies.

Next is considered the Representative Phase of Geography. The dependence of this work upon the Sense Phase is shown. The need of close work in the Sense Phase is also pointed out. The accuracy of the images we form with the objects before us. The movement in the process of geography work, is shown to be from

the individual to the general and then to an individual. The method of transition from the first phase to the second is dwelt upon.

Some time is given to the Rational Phase of Geography. Here we seek for explanations, for reasons. It is shown that this phase depends upon the two preceding stages of the work.

The Geography course in the schools of the land, as well as the course for Illinois as provided by the State Teachers' Association, is examined.

Lesson plans are presented as time permits.

PHYSICAL GEOGRAPHY.

NORMAL. *Text, Davis.* The study of the physical features of the earth in their relation to man and his activities has lately been given a prominent place in the course of study in our best schools. The report of the Committee of Ten is largely responsible for this condition.

In the work in this class considerable stress is laid upon the physical agents at work on the earth. In reality the work is that of the Reflective stage of geography study. The text deals with The Earth as a Globe; The Atmosphere; The Ocean; The Lands; etc.

DEPARTMENT OF ART

MATILDA F. SALTER.

DRAWING.

(D.) SUB-NORMAL. Practice will be given in drawing from geometric solids, from simple objects, and from nature.

(C.) Principles of freehand perspective and composition will be studied and application made in the drawing of objects singly and in groups. Practice will also be given in drawing from nature. Some work will be done in construction drawing and in freehand design. Both pencil and ink will be used.

(B.) One-third of this work will be devoted to geometrical drawing and constructive work; one-third to water-color work subjects chosen being from nature and still-life; and one-third to a study of some of the more important styles of historic ornament. Talks will be given on these styles, pictures studied, and a certain amount of reading required. Careful drawings will be made of each style studied.

(A.) In this term methods will be studied—the value of art education and its place in the public schools, plans will be discussed for primary and grammar grade drawing, and much actual work will be done. The purpose is to enable the student to know what and how to teach, and the study is made as practical as possible.

In the English Course a half term will be devoted to freehand drawing from casts and still life in charcoal and ink or water-colors.

BLACKBOARD DRAWING.—ELECTIVE.

The demand that the teacher shall be able to draw on the blackboards, rapidly and clearly, for purposes of illustration, has led to the introduction of a term of blackboard drawing. Practice will be given in drawing from objects, from memory, and from im-

agination. Lessons will be assigned and appropriate illustrations required. This elective is placed in the third term of the third year.

HISTORY OF ART.—Elective.

A study will be made of Architecture, Sculpture, and Painting in order that the student may be made familiar with the masterpieces in these subjects. A text-book will be used as the basis of instruction but this will be supplemented by talks, readings, and pictures. History of Art is offered as an elective in the second term of the fourth year.

PENMANSHIP.

ROBERT V. BLACK.

Particular attention is given to movement exercises. The aim is to give help in acquiring a plain, rapid handwriting. Some attention will be given to business forms, method work will be introduced so far as practicable. All Sub-Normal students are required to take writing until excused.

Department of Training

J. T. ELLIS, SUPERINTENDENT.

This department consists of eight grades, corresponding to the eight grades of the public schools of the state. In these grades the students of the Normal department do most of their teaching. This is done under the immediate supervision of the superintendent of the department and the training teachers, namely:

J. T. Ellis, superintendent, also training teacher, Grammar Department, and principal of High School.

Adda P. Wertz, training teacher, Intermediate Department.

A. Esther Wilson, training teacher, Primary Department.

Mabel K. Peters, assistant in High School.

COURSE OF STUDY.

The Revised Course of Study for the Common Schools of Illinois is used in nearly all of the rural and village schools of Southern Illinois as well as in many of the larger schools. Nearly all of our students go out to teach in this section of the state. Without question their efficiency will be increased by a larger working acquaintance with this course of study. It has therefore been adopted as the course of study of our training schools, and put into the hands of all the practice teachers, who have taken it up with much enthusiasm. Owing to the conditions prevailing in our school, the course must necessarily be modified and enlarged, but an effort is made to carry out the spirit of the course as it is, by making the lesson plans to harmonize with its suggestions.

In addition to the work in the common branches ample time is given throughout the grades to work in music, drawing, physical and manual training.

PRACTICE TEACHING.

Three terms of practice in teaching are usually required of all who complete the course of study. This teaching is done under



BIOLOGY CLASS—FIELD STUDIES.

the supervision of experienced training teachers. Each pupil-teacher assumes the entire charge of a class, and is responsible for its progress in one subject for the term. He is required to prepare in advance plans of work for the week. These plans are corrected and criticised by the training teacher in charge. All classes are under constant supervision, and friendly criticisms and advice are given daily.

Teachers' meetings are held weekly, at which the work of different grades, methods of school management, and the application of pedagogical principles are freely discussed.

The time for practice teaching is definitely located in the courses of study, but the superintendent of the training school is empowered to assign this work when in his judgment the service is needed and the student is qualified to take charge of a class.

ILLUSTRATIVE LESSONS.

Illustrative lessons are given frequently by training teachers, heads of departments and occasionally by practice teachers. Practice teachers are required to attend these exercises and make a report of the lesson to the superintendent of the department. These exercises are criticised and discussed at the regular teachers' meetings.

AGREEMENT TO TEACH.

Those who receive free tuition are required to agree to teach in the schools of Illinois as many months as they are students in the University, provided an engagement to teach can be obtained with reasonable effort. This is a serious pledge, and should not be lightly taken. Students are required to report to the President of the University every year until this agreement is fulfilled; and, also, in case they enter permanently any other profession, to refund the tuition so received. Graduates, especially, are required to make an annual report of their work and place of residence.

The following is the form of the agreement required:

"In consideration of gratuitous instruction received in the Southern Illinois State Normal University, I pledge myself to teach in the public schools of this state for a time not less than that

covered by my attendance on the school; however, this pledge shall be void provided engagements to teach cannot be secured by reasonable effort. And I hereby agree to report annually to the President of the University, stating the number of months taught, until this pledge is fulfilled. In case I permanently engage in some other occupation, and do not teach the required number of months, I promise to pay the difference between the regular tuition and the incidental fee for the remaining time."

Department of Music

ROBERT V. BLACK.

We are recognizing more and more the use and need of music, together with the other branches of culture study, in our public schools. The public schools of the East have, for a number of years, been paying the closest attention to instruction in music, making it one of the *required* branches.

Recently, a prominent educator in our state, in an address, urged upon the teachers before him not only the *importance,* but the *necessity* of cultivating the sympathetic side of the pupil's nature, *i. e.,* cultivation in music and art.

It is with this thought in view, the relative importance of music to the other branches taught in our schools, that we have mapped out the course and given the instruction.

The work in Vocal Music has for its aim a perfect knowledge of terms, scales, symbols, tones and etc., also a practical knowledge of how, when, and what to teach.

A thorough drill is given on the scale, intervals, and sight reading. It is the purpose of the instruction to make students independent in the art of reading by note so that they may be able to proceed intelligently and competently when thrown upon their own resources.

Quartets, Glee Clubs, and Choruses are organized for the benefit of those who wish to do this line of work, and desire to become more proficient in the art of reading and singing. The music thus prepared is used for special occasions.

In addition to the Vocal work, we have an Orchestra of twenty pieces, which meets regularly once each week for practice, and which helps to furnish music for Assembly hour and special occasions. All students who can play any instrument, belonging to the orchestra, are given the privilege of membership, and are drilled without cost.

Physical Training and Athletics

INEZ L. HOLLENBERGER.
ROBERT V. BLACK.

The course in physical training aims to provide for the physical welfare of the student in order to increase his capabilities for mental effort and to furnish him with a practical system of gymnastics for use in his later professional work. It aims also, in addition to affording daily health and recreaton, to make possible that confidence and ease which comes from the sense of a strong body brought under perfect subjection to the will through systematic training.

A large gymnasium well equipped with light American apparatus and with Swedish and German stationary apparatus affords every opportunity for indoor exercise, and the large campus and Bayliss Field meet the need for track athletics and out-door games. The free and involuntary exercise inspired by such gymnastic games as basket-ball, volley-ball, captain-ball, and others, make them an important feature of the work in this department. The young men have representative teams in foot-ball, base-ball, and basket-ball, as do the young women also in the last; all of which are subject to the rules and regulations of the department.

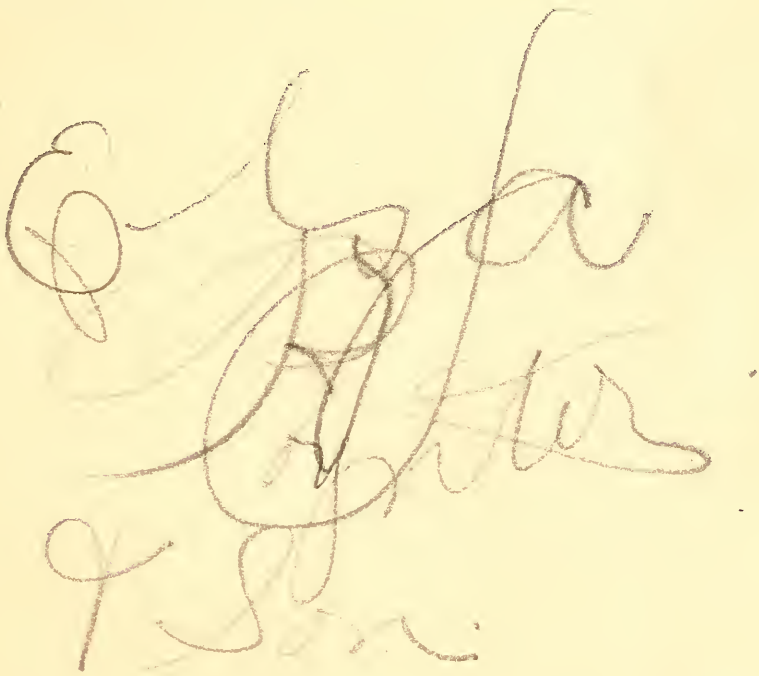
A large room fitted up with lockers, individual dressing rooms and shower baths provided for the young men who take part in athletics, would be a valuable addition to the present equipment.

All Sub-Normal students are required to take physical training four periods a week; all first year Normal students three periods a week. Those who present at the gymnasium a physician's certificate of physical disability signed by the President of the Normal are exempt from these requirements. Measurements of every student are taken at the beginning and at the end of the course, and charts

showing the physical development during that time are furnished to those who desire them.

No student is allowed on the gymnasium floor for work without gymnasium shoes unless excused therefrom. Young men are asked to provide themselves with the regulation gray gymnasium trowsers and quarter sleeve Jerseys, and the young ladies with the dark blue blouses and divided skirts. The special costume is to allow perfect freedom of movement during exercise and to save the ordinary apparel from the unusual "wear and tear."

No expense and pains have been spared to make physical training attractive, and all students are encouraged to spend some time in the training and recreaton offered.



LIBRARY

MINNIE J. FRYAR, LIBRARIAN.
EDNA A. HESTER, ASSISTANT.

The library of the school consists now of 17800 volumes. These are housed in a new building just completed and furnished at a cost to the state of $30,000.

The building is a red brick with stone trimmings, the style of architecture being Romanesque somewhat modified. It is 98 feet long, 92 feet wide, and two stories in height above a basement. The main floor is used for library purposes. The delivery room, main reading room, and periodical room are in the front of the building, the stack room together with cataloging room and librarian's office are in the rear.

The stack room is fitted with new steel stacks to accommodate the present number of volumes. Its ultimate capacity is 40,000 volumes.

Besides the books in cases the library is supplied with about 100 of the best current magazines and papers, both American and English. At the close of each school year, the volumes of magazines are bound, after which they are regularly entered and placed on the shelves.

CLASSIFICATION AND CATALOG.

The books are classified and arranged on the shelves according to the Dewey decimal system. Each book has a class number ranging somewhere between 0 and 999. Of these numbers there are ten general divisions as follows: General works, 000-099; Philosophy, 100-199; Theology, 200-299; Sociology, 300-399; Philology, 400-499; Natural Science, 500-599; Useful Arts, 600-699; Fine Arts, 700-799; Literature, 800-899; History (including Biography, Geography and Travels), 900-999. Each book bears a label, upon

which is written the class number and the first three letters of the author's name. Books having the same number are grouped together and arranged alphabetically by the letters on the lower side of the label.

The library contains now a complete dictionary card catalog of authors, titles, and subjects. All readers have unrestricted use of the catalog. The subject cards are particularly helpful, for they index not only the subject-matter of books as a whole, but also important chapters and parts of books. A good library catalog is invaluable. It makes the knowledge contained in books vastly more useful because more accessible.

RULES AND REGULATIONS.

The library is open from 8:15 to 4:00 each school day and from 9 to 12 a. m., on Saturdays.

Pupils reading in the library are expected to enter the building at the beginning of the hour and remain until its close, unless excused.

Two books, provided only one is fiction, may be taken at a time and then renewed for two weeks, when there is no special demand for the books. Some of the books especially helpful for class work may be kept out for one night only, new books greatly in demand are let out for one week only.

Cyclopedias and general reference books, magazines and other periodicals are not taken by students from the library.

Students have free access to the stacks as well as to the card catalog and the periodical cases. Books used in the reading room for an hour at a time need not be charged, but should be returned to the charging desk, not to the stacks, at the close of the hour. All books taken from the library must first be charged at the desk.

When a book is returned it should be left on the charging desk, with a slip of paper bearing the name of the person returning the book inside the front cover.

Conversation and conduct inconsistent with quiet and order are prohibited; this applies to intermissons as well as to school hours.

LIBRARY INSTRUCTION.

At the beginning of each term the new students are formed into classes and instructed in the use of the library. At present three lessons, with some practical work after each lesson, are given each class, the first on reference books, the second on the card catalog, the third on Poole's Index and other magazine indexes contained in the library.

It is the purpose to give students the utmost freedom in the use of all that the library contains. That this may be done and no losses sustained it is necessary that each user of the library should feel an individual responsibility in the care of the library resources, and that no privileges are abused.



BASE BALL TEAM.

LITERARY SOCIETIES

ZETETIC AND SOCRATIC

During the first term of the first year of the Institution the Zetetic Literary Society was organized. Later in the year a sister organzation was planned for and in due time was thoroughly established and christened the Socratic Literary Society. Not many years since two new societies were organized by the faculty, but it seemed difficult for them to compete with the older ones, because of their prestige of age and historical advantage, so in the course of a few years they were disbanded. Since then the two remaining organizations have met the demands of the school. These have a large membership and are well attended.

During the early part of the spring term of 1900 they gave a joint exhibition which netted them each a neat little sum, which was added to their general funds from which each appropriated fifty dollars toward the purchase of suitable stage fixtures for the Assembly Hall, consisting of a beautiful curtain, flies, wings, and an elegant frame structure for supporting these.

The most elaborate exhibition of what these societies are able to do is annually given to the public during Monday and Tuesday evenings of Commencement week.

The varied programs of these literary societies add very materially to the work of the English department in securing additional practice in the delivery of original and other matter, and in the opportunity for becoming acquainted with parliamentary usages, thus fitting the Normal student for more intelligent service in the community where he may labor.

The faculty and Board of Trustees foster with much care the best interests of these valuable adjuncts to the literary work of the Institution. Their usual time of meeting is on Friday evening of each week in halls elaborately furnished by the University and the members themselves.

STANDARD OF INTELLECTUAL AND MORAL CHARACTER.

When it is evident that one who has taken the pledge to teach can not for any reason become a good teacher, it becomes a duty to advise him to withdraw from the school or to require the payment of tuition.

It should also be understood that the Institution does not receive, nor retain, students whose immortalities render them unfit associates for the young people who attend this school.

The requirement that new students shall present testimonials of good reputation and character is not a mere formal request, but a matter vitally connected with the good order and the progress of the school. It is a helpful influence for a young person to know that some one has vouched for his character. He strives to be worthy of such endorsement, and endeavors to sustain the good word of friends.

ACCREDITED HIGH SCHOOLS.

For some years the Southern Illinois Normal has used the list of accredited High Schools prepared by the University of Illinois. In cases where the entire course in these High Schools is well and favorably known a credit of one year is allowed to students holding diplomas from a three-year course and where a student has graduated from a four years' Latin course, a credit of two years is granted.

CREDITS ALLOWED AT THE UNIVERSITY OF ILLINOIS.

Plans have matured which will entitle holders of diplomas from the Southern Illinois Normal University to some specific credits. It may be stated in general terms, that those who select the stronger electives and their records are good may usually be able to complete one of the University courses in two years.

TEXT-BOOKS

Algebra—Beman and Smith's Academic, Milne.
Arithmetic—Hall, Part III; Beman and Smith.
Astronomy—Todd.
Bookkeeping—Williams and Rogers.
Botany—Gray's School Field Book, Campbell.
Chemistry—Williams, Dennis and Whittelsey.
Civil Government—Hinsdale.
Elocution—Cumnock.
English—Hinsdale.
English Literature—Stopford Brook, Corson, Minto, Lynch and McNeil, Lanier, Parrott and Long.
Geography—Frye, Natural.
Geology—Brigham.
Geometry—Holgate's Elementary, Plane and Solid.
German—
German Method—Lange.
Immensee—Storm.
Fluch der Schoenheit—Riehl.
Im Zwielicht—Baumbach.
Hoehr als die Kirche—Von Hillern.
Die Journalsten—Freytag.
Science Reader—Gore.
Wilhelm Tell—Schiller.
Hermann und Dorotha—Goethe.
Lyrics and Ballads—Hatfield.
Grammar—Buck's Elements.
Buck's Grammar.
Greek—First Greek Book—White.
Anabasis—Harper and Wallace.
Prose Composition—Harper & Castle.
Iliad—Seymour.
Grammar—Goodwin.

History—American—Channing and McMaster.
English ————————.
General—Myers.
Latin—"First Year Latin"—Collar and Daniell.
Second Latin Book—Miller and Beeson.
New Latin Composition—Daniell.
Cicero—D'Ooge.
Cicero—De Senectute—Rockwood.
Virgil—Greenough and Kittredge.
Latin Grammar—Hale and Buck.
Ovid—Peck.
Terence, Phormio—Elmer.
Methods in History—Mace.
Mineralogy—Foye.
Orthography—"National Speller and Word Book."
Pedagogy—Hewitt, and Halleck.
Compayre's Psychology Applied to Education.
Rosenkranz's Philosophy of Education.
White's Art of Teaching.
Penmanship—Merrill.
Phonics—DeGarmo.
Physical Geography—Davis.
Physics—Mead, and Hoadley.
Physiology—Tracey.
Psychology—McLellan and Dewey, Davis.
Rhetoric—Cairns, Scott & Denney, Books I and II.
Sociology—Bascom.
School Law—Statute with notes.
Trigonometry and Surveying—Wentworth.
Vocal Music—Normal Course (Tufts & Holt).
Zoology—Holder (B); Dodge (A).

Roster of Students

PRACTICE TEACHERS

For year of 1903-04.

Avis, C. E.....1
Beckemeyer, H. J.....1
Black, J. T.....1
Blain, Eva.....1
Bourchier, Clarence.....1
Bowlby, Joel M.....2
Brandon, Grace.....1
Cox, Lee.....1
Curtis, Fay.....1
Duncan, Gladys..... 1
Ernest, T. R.....1
Etherton, Homer.....1
Figley, Chas.....2
Forsyth, Willfred.....2
Gore, Don.....1
Hall, C. C.....1
Halstead, Floy.....1
Hawkins, Mattie.....1½
Hawley, Flora.....1
Hays, Herbert.....1
Hitch, Carrie.....1
Hobbs, Thos.....1
Hogendobler, Lulu.....1
Howell, Ethel.....1
Jordan, Roy.....1
Karraker, Carrie.....1
Kirk, Bon.....2
Kirk, Don.....2
LaRue, Claude.....1
Lewis, Mabel.....2
McCarthy, Pearl.....2
Ozment, Lee.....1
Parkinson, Raymond.....2
Pickles, Anna.....1
Pickles, Ella.....1
Rendleman, Charles.....1
Rogers, Gay.....1
Schmalhousen, Ella.....2
Smith, Hazel.....1
Spence, May.....1
Steele, Nona.....1
Stevenson, John.....1
Storm, Grace.....1
Strickland, Laura.....1
Taylor, Roscoe.....3-5
Teeter, Rob't.....2
Thornton, Blanche.....1
Toler, Lillian.....1
Vancil, Mollie.....2
Wilkins, Roy.....1

SPECIAL STUDENTS.

NAME	RESIDENCE
Hiller, Lena	Carbondale
Martin, Rollo	Mulkeytown
Sisk, Lula	Marion

SENIORS.

NAME	RESIDENCE
Avis, Clarence E.	Marissa
Black, J. Taylor	Crab Orchard
Bowlby, Joel M.	Carbondale
Curtis, Fay	Carbondale
Ernest, T. R.	Swanwick
Etherton, Homer D.	Carbondale
Hawkins, May	Mounds
Hobbs, Thomas M.	Carbondale
Lightfoot, Anna E.	Carbondale
Ozment, Wm. Lee	Crab Orchard
Rogers, Gay	Carbondale
Schmalhausen, Ella	Olney
Smith, Minnie	Carbondale
Taylor, Roscoe	Carbondale
Teeter, Robt. W.	Carbondale
Temple, H. W.	Carbondale
Thornton, Blanche	Carbondale
Toler, Lillie	Carbondale
Wilkins, Roy	Kell

NORMAL.

Abernathy, Robert L.	Cobden
Abney, Pearl	Harrisburg
Adams, Prentice	Marion
Albright, Bertha	Tunnel Hill
Allen, Winifred W.	Carbondale
Anderson, Clarence F.	Flora
Anderson, Silas	Eldorado
Arnold, Otto C.	Alto Pass
Avery, John M.	Johnson City
Baker, Cecil L.	Golconda
Baldridge, Maud A.	Irvington
Baldridge, Mamie M.	Irvington
Barker, Zenus	Olney
Barnes, Bonnetta	Olney

NAME	RESIDENCE
Bartee, Narcis	Carbondale
Bass, Ollie	Carbondale
Bayliss, Maude	Kinmundy
Beckemeyer, W. Albert	Buxton
Beckemeyer, Harry J.	Buxton
Bever, Alice	America
Bird, Arthur L.	Wetaug
Bird, Edwin W.	Wetaug
Black, R. L.	Crab Orchard
Blain, Eva	Gallagher
Blake, Robert D.	Marion
Boles, Charles	Carterville
Bond, Beulah	New Hope
Bond, Theresa M.	Mt. Vernon
Bonham, Archie J.	Carbondale
Bonham, Golda R.	Carbondale
Bonham, Raymond	Carbondale
Boham, Welcome	Carbondale
Bourchier, Clarence	Carbondale
Bowyer, Hattie H.	Carbondale
Bradley, Wayman	Clinton
Brandenberger, Julius P.	New Athens
Brandon, Grace	Makanda
Breeze, Mary	Irvington
Bristow, Alberta	Browns
Brush, Alice Candee	Carbondale
Buchanan, Essie	Bellmont
Burgess, Lena	Johnston City
Camp, Millie	Fairfield
Campbell, Emma E.	Carbondale
Campbell, Samuel C.	Marissa
Chester, Emma	Ozark
Clark, Claud V.	Fordyce
Cole, Charles	Goreville
Condon, Bessie M.	Cobden
Corgan, W. M.	Tamaroa
Cotter, Samuel M.	Broughton

NAME	RESIDENCE
Coulter, Elizabeth	Oakdale
Cox, H. L.	Ozark
Cox, Z. Alpha	Ozark
Cozad, John H.	Tonti
Cromeenes, Reuben	Tansill
Crossett, Florence	Salem
Crundwell, P. E.	Iuka
Cruse, Emma L.	Carterville
Damron, Jennie	Progress
Damron, Oliver E.	Progress
Damron, Ollie	Progress
Davis, Elizabeth H.	Carbondale
Dees, Harry	Waltonville
Deniston, M. C.	Carbondale
Dickerman, Percey	Ashley
Dillow, Francis	Anna
Dillow, Lafayette	Cobden
Dillow, Sadie E.	Dongola
Dorris, Truman	Harrisburg
Dorsey, May	Carbondale
Doty, Frank E.	Carbondale
Duncan, Gladys	Highland
Ellis, Beulah N.	Carbondale
Ellis, Frank S.	Anna
Ellis, John A.	Broughton
Entsminger, Addie M.	Carbondale
Entsminger, Edith V.	Carbondale
Etherton, Delia	Murphysboro
Etherton, Irvy	Carbondale
Etherton, Lewis W.	Carbondale
Farthing, Floy	Odin
Farthing, Grace	Odin
Figley, Charles C.	Caldwell, O.
Forsyth, Donald	Carbondale
Forsyth, Willfred	Carbondale
Forth, Roscoe	Wayne City
Fox, Geo.	Harrisburg



SEVENTH GRADE SKETCHING.

NAME	RESIDENCE
Fox, Homer	Carbondale
Frazier, Mamie E.	Centralia
Freeman, Ruges R.	Rentchler
Gambill, Ida	Marion
Gambill, W. H.	Marion
Gibson, Ernest A.	Goreville
Gore, Don C.	Curry
Gore, Ed. C.	Curry
Gower, Lydia	Carbondale
Greathouse, Lawson W.	West Salem
Groaning, Maud E.	Carbondale
Hagler, Besse A.	Murphysboro
Hall, Cloyd C.	Walpole
Halstead, Ethel	Carbondale
Halstead, Bessie	Carbondale
Halstead, Floy E.	Carbondale
Halstead, Nora	Carbondale
Harriss, Harlie D.	Carbondale
Harvey, Owen H.	Wayne City
Hawkins, Mattie	Mt. Vernon
Hawley, Flora G.	Levings
Hays, Herbert A.	Elkville
Hedrick, Roy	Noble
Henry, Fred H.	Noble
Henry, Kate	St. Jacob
Hestwood, Geo. E.	Mt. Vernon
Hewitt, Maud E.	Centralia
Hickman, J. Frank	Tonti
Higgason, John C.	New Hope
Hiller, Ernest	Carbondale
Hiller, Hulda	Carbondale
Hiller, Maud	Carbondale
Hiller, Rolla	Carbondale
Hinkle, Homer M.	Dongola
Hitch, Carrie C.	Olney
Hogendobler, Lulu	Villa Ridge
Hogue, Ida	Lick Creek

NAME	RESIDENCE
Holder, Arthur	Carbondale
Holt, M. Estella	Carbondale
Hopkins, Maurice E.	Carbondale
Howell, Ethel H.	Carbondale
Howell, Fred	Carbondale
Hughes, Fred C.	Carbondale
Hughes, Letty	Carbondale
Hull, Ira E.	Calhoun
Johns, Alomo	Creal Springs
Johns, Della L.	New Burnside
Johnson, Edith	Carbondale
Johnson, Lulu B.	Cartter
Jordon, Roy	Rinard
Karr, Edythe	Johnsonville
Karraker, Carrie K.	Dongola
Karraker, Earl	Dongola
Kavanagh, Mabel	Carbondale
Keen, Raab	Six Mile
Kell, Edith H.	Salem
Kell, Sherman L.	Kell
Kell, Wylie L.	Kell
Kelley, Artie	Canaville
Kennedy, Fred	Clay City
Kimbro, Dennis E.	Lick Creek
Kirk, B. L.	Carbondale
Kirk, Donald	Carbondale
Kline, Ella B.	Tonti
Lane, Leroy	Flora
LaRue, Claude L.	New Burnside
Lee, Emmet	Salem
Lewis, John H.	Charleston
Lewis, Mabel	Carbondale
Lewis, Oscar	Louisville
Lindsey, Beulah	Samoth
Lipe, May	Carbondale
Mannen, Edith	Waltonville
Mannen, Lela	Waltonville

NAME	RESIDENCE
Marberry, Leonard	Reevesville
Matheny, Arthur R.	Eldorado
Matthews, Mae	Carbondale
Matthews, William R.	Crab Orchard
Maxwell, Oliver G.	Oakdale
McCarthy, Pearl	Carbondale
McDonnell, John P.	Hickory
McKinney, Edna	Carbondale
McKinstry, Samuel	Pinckneyville
McLaughlin, Joseph L.	Cartter
McWilliams, Ethel	Olney
Merrymon, Walter	Cave-in-Rock
Metz, Lynn	Carbondale
Michaels, Nellie	Carbondale
Mifflin, Lemuel	Crab Orchard
Mifflin, Lusco	Crab Orchard
Moore, Grace	Eddyville
Neber, Ernest N.	Carbondale
Neuling, Harry	Ellis Grove
Newell, Fred	Shawneetown
Nisbit, Phyllis	Rosswell, N. W.
Otrich, Fountain L.	Anna
Parchen, Susie	Kell
Parkinson, Raymond	Carbondale
Parks, J. L.	Carbondale
Pearson, Maggie	Kinmundy
Peer, Marshall	Ellis Mound
Pemberton, Bessie B.	Galatia
Pemberton, L. Jennie	Galatia
Perkins, Effie M.	Vergennes
Perkins, Lulu	Vergennes
Perkins, Lyman A.	Vergennes
Phelps, Lena M.	Carbondale
Pickles, Anna	Regent
Pickles, Ella J.	Regent
Pinkerton, Anna	Swanwick
Porter, Edith A.	Murphysboro

NAME	RESIDENCE
Presson, Lester A.	Carbondale
Prescott, Nora	Centralia
Pyron, Arthur	Crain
Quick, Jennie G.	Huey
Ransom, Riley A.	Colombus, Ky.
Rendleman, Chas.	Carbondale
Renfro, Daisy D.	Carbondale
Ridgley, Lulu	Olney
Rogers, Ina	Mulkeytown
Rogers, May	Mulkeytown
Rumsey, Burton	Eddyville
Schiek, Adele	Freeburg
Schlueter, J. W.	Ashley
Schwartz, George	Carbondale
Seiber, Linda	Cartter
Seiber, S. J.	Cartter
Seiber, William	Iuka
Simmons, Chas. D.	Divide
Simpson, Lula	Sanburn
Simpson, J. Robert	Sanburn
Singleton, Enoch J.	New Dennison
Skinner, Bertha	Iuka
Skinner, Orna	Hamlin, Ky.
Slaight, Matilda	Tonti
Smith, Elsie E.	Brownfield
Smith, Grace	Sand Ridge
Smith, Hazel P.	Carbondale
Smith, Jessie P.	Charleston, Mo.
Smith, Phebe L.	Carbondale
Soward, Millie O.	Rosiclare
Spence, Grace	Carbondale
Spence, Mamie	Carbondale
Spiller, Theresa	Carbondale
Sprague, Frank	Culter
Steele, Nona	De Soto
Stephens, Maggie	Carbondale
Stevenson, John A.	Cobden

NAME	RESIDENCE
Stewart, Roy	Ava
Stonecipher, Lena	Central City
Storm, Grace	Carbondale
Stotlar, Le Roy	Herrin
Stotlar, Richard R.	Herrin
Strickland, Laura	Sheller
Sumner, Azalia	Vienna
Swan, Lorenzo	Crab Orchard
Taylor, Orah	Tunnel Hill
Taylor, R. Eunice	Elizabethtown
Temple, Herman	Harrisburg
Thompson, Curtis M.	Makanda
Thompson, Geo.	Marion
Thompson, Mabel C.	Carbondale
Thornton, Della	Crain
Thornton, Golda	Carbondale
Throgmorton, Arthur	Ozark
Turner, Cicero Wm.	Masters
Turner, Herbert H.	DuQuoin
Tyer, Gertrude	Cave-in-Rock
Tygett, Roscoe	Carbondale
Ury, Thomas C.	Jonesboro
Vancil, Mollie	Carbondale
Veach, Earl D.	Vienna
Vick, Ida	Mill Creek
Walbridge, Eliza A.	Mounds
Walters, P. C.	Grayville
Walther, J. A. B.	Jonesboro
Watkins, Wm. P.	Metropolis
Wayman, Alva S.	Walnut Hill
Wayman, Maggie E.	Walnut Hill
Wells, Grace B.	Willisville
Wham, Fred L.	Cartter
Whitacre, Myrtle	Carbondale
Whitacre, Oscar W.	Carbondale
White, Wm. D.	Carbondale
Wilhelm, Floyd	Belknap

NAME	RESIDENCE
Wilkinson, J. M.	Cypress
Williams, Oliver D.	Wynoose
Willson, Edith	Carbondale
Willson, Isa	Hillsboro
Winchester, Dallas	Carbondale
Winchester, Denver	Carbondale
Winchester, Hallie	Carbondale
Woods, Abbie	Murphysboro
Wright, Silas	Sumner

HIGH SCHOOL.

Bowyer, Mabel	Carbondale
Bullock, Edwin	Carbondale
Curtis, Earl	Carbondale
Curtis, Harry C.	Carbondale
Etherton, Leona	Carbondale
Etherton, Ruby	Carbondale
Evans, Ed	Carbondale
Evans, John	Carbondale
Mitchell, John M.	Carbondale
Parkhill, Elliott	Carbondale
Robinson, Lloyd	Carbondale

SUB-NORMAL.

Allison, Rosa	Beechwood
Avery, Alma May	Johnston City
Bain, Sophie	Cobden
Baine, Henry	Carbondale
Barker, Joseph M.	Olney
Betz, Mollie	Murphysboro
Blair, Frank H.	Cutler
Blankinship, E. H.	Eldorado
Bond, Kirkland	New Hope
Bradley, Wayman	Clinton
Brown, Harvey	Cutler

NAME	RESIDENCE
Brown, Hugh C.	Olney
Brown, Raleigh	Cypress
Carruthers, Minnie	Ava
Cocke, Bessie	Marion
Coffee, Arthur	Raleigh
Colp, Effie	Carterville
Comstock, Carrie	Carbondale
Copple, Birthel	Dix
Crawshaw, Daisy	Carbondale
Crawshaw, Dallas	Carbondale
Crawshaw, Jesse	DuQuoin
Cummins, James E.	Sanburn
Damron, Harvey	Progress
Damron, John E.	Progress
Davis, Roy	Samoth
Day, Kate	Cottage Home
Dees, Theodore	Waltonville
Deichmann, Ida	New Athens
DeWitt, Hester E.	Carbondale
Dillard, Clarence	Herrin
Dillard, Raleigh	Herrin
Dillinger, Edith L.	Carbondale
Durham, Carrie	Ashley
Easter, Herman	Ullin
Etherton, Everette	Carbondale
Etherton, Grover J.	Makanda
Evans, Ethel M.	O'Fallon
Evans, Harriet	Jerseyville
Fischer, Marie D.	Wetaug
Gephart, Katharine	Murphysboro
Glasco, Loren	Alto Pass
Goalby, Will H.	Herrin
Gore, Bessie	Curry
Gray, Effie M.	Carbondale
Gregory, Grover C.	Pinckneyville
Hagler, Charlie C.	Carbondale
Hagler, Elbert	Carbondale

NAME	RESIDENCE
Hale, John H.	Belle Prairie
Hayes, Genevieve	Carbondale
Hayes, Jay F.	Carbondale
Henry, Mabel E.	Carbondale
Henson, Sylvia	Lake Creek
Hicks, Walter	Ava
Hight, Robert	Vienna
Hinchcliff, Branchford	Aldridge
Hood, Barney	Olmstead
Houser, Jessie D.	Ashley
Huber, Frances	New Athens
Hughes, Louis D.	Carbondale
Humphreys, Lewis	Mulkeytown
Ingram, Geo. Jr.,	Olmstead
Johnson, Lottie	Cartter
Kelley Maud	Hallidayboro
Kennedy Blanche	Coulterville
Kerby, James D.	Lick Creek
Kerley, Granvil	Simpson
King, Artie Minnie	Golconda
King, Leslie T.	DuQuoin
Kivitt, Dollie	Samoth
Klein, Clara H.	Edwardsville
Knobeloch, Atlanta	Marion
Krewinghaus, Julius	Venedy
Leeright, Bettie	Murphysboro
Leemans, William E.	Alto Pass
Lipe, Charley	Carbondale
Longnecker, Louie	Cartter
Lucht, Henry	Red Bud
Lyle, Lelia	Coulterville
Manion, Otis S.	Ellis Mound
Mann, Mae	Makanda
Marmaduke, Loula	Carbondale
Marmaduke, May	Carbondale
Matthews, W. B.	Carbondale
McCarthy, Ed	Carbondale



UNIVERSITY ORCHESTRA.

Southern Illinois State Normal University.

NAME	RESIDENCE
McClure, Verda	Carbondale
McCracken, Katie	Carbondale
McCollough, Winnie	Irvington
McDaniel, Erle	Flora
McNeil, Tempie	America
McNeill, William	Carbondale
McNeilly, Emmit	Walnut Hill
Miller, Elizabeth	Carbondale
Miller, Ira	Wetaug
Miller, Robt. G.	Carbondale
Milliken, Jacob	Pomona
Morton, Luther	Cartter
Mozley, J. Ladd	Vienna
Muse, Marie	Carbondale
Norfleet, Mabel	Dix
North, Edgar M.	Carbondale
Nuernberger, Otto	New Athens
Owen, Lawrence	Harrisburg
Owen, Myrtle	Harrisburg
Ozment, Anna	New Hope
Palmer, Lucy V.	Custer Park
Parchen, Mollie	Kell
Parchen, Phenie	Kell
Parmly, May	Cobden
Parrish, Mary L.	Carbondale
Pirtle, Millie	Irvington
Pool, Ross	Parkersburg
Quindry, Flora	Mill Shoals
Ragsdale, Maud	DeSoto
Reeves, Arl	Macedonia
Reid, Mollie	Ozark
Roberts, Robert A.	Lick Creek
Roberts, Stelza L.	Joppa
Savitz, William	Carbondale
Shearror, Stella	Murphysboro
Simons, Maud	Carbondale
Skinner, Lulu	Iuka

NAME	RESIDENCE
Skinner, Mary	Salem
Slaten, John R.	Harrisburg
Smith, Balie M.	Sims
Smith, Charles C.	Ashley
Sponsler, Alvin	Carbondale
Stein, William F.	Enterprise
Sullins, Mae	Ozark
Sutton, Omar	Canaville
Taylor, Alice A.	Cairo
Taylor, Edna	Carbondale
Thompson, Willie	Pond
Travelstead, Ollie	New Hope
Treece, Bessie	Carbondale
Tripp, Elmer	Pomona
Turner, Frank	DuQuoin
Tyler, Estella	Murphysboro
Tweedy, Mary	Alto Pass
Underwood, Maud	Patoka
Vancil, Telia	Carbondale
Veach, Mae	Vienna
Veach, Ray	Vienna
Waite, Mattie W.	Carbondale
Waller, Edgar	Murphysboro
Waller, Joseph T.	Murphysboro
Watkins, William P.	Metropolis
Wesenburg, Paul	America
White, Mary I.	Golconda
Williamson, Rebie	Pinckneyville
Wilson, Bertha	Carbondale
Winkler, Willie	Alma
Woodard, Ethel	Marion
Woods, Harry	Carbondale
Ziegler, Harvey E.	Johnston City

GRAMMAR.

NAME	RESIDENCE
Adams, Blanche	Carbondale
Allen, Mina M.	Carbondale
Allen, Winifred W.	Carbondale
Arnold, Ralph	Carbondale
Barden, Robert R.	Carbondale
Bourchier, Nellie	Carbondale
Branch, John S.	Carbondale
Brewer, Robt. A.	Carbondale
Browne, Gordon M.	Carbondale
Browne, Lois R.	Carbondale
Butler, Mae	Carbondale
Crain, Russell	Carterville
Easterly, Frank	Carbondale
Easterly, Charlie	Carbondale
Etherton, Gilbert	Carbondale
Eulinberg, Mary	Jackson, Mo.
Fitzgerald, Ola	Carbondale
Goldstone Anna	Carbondale
Grater, Marie	Carbondale
Hanford, A. Chester	Carbondale
Harriss, Velma O.	Carbondale
Holland, Theodore	Carbondale
Hooker, Laura E.	Carbondale
Holder, Dessa	Carbondale
Jones, Paul	Carbondale
Jones, Susie R.	Carbondale
John, Mary	Carbondale
Kelley, Nettie	Carbondale
King, Carrie	Olmstead
Lewis, Ferne	Carbondale
Lewis, Orman	Carbondale
McNeill, Geo. W.	Carbondale
Merrymon, Mildred	Carbondale
Metz, Ina	Carbondale
Mitchell, Jennie A.	Carbondale
Mitchell, Julia R.	Carbondale

NAME	RESIDENCE
Muse, Clarence	Carbondale
Owens, Edward	Carbondale
Parkhill, Cornelia R.	Carbondale
Parkinson, Mary Alice	Carbondale
Pearce, Minnie	Wayne City
Perce, Clifton	Carbondale
Porter, Margaret A.	Carbondale
Presson, Howard	Carbondale
Price, Earlie G.	Carbondale
Risby, Effie	Posey
Shelton, Nina N.	Carbondale
Sheppard, Ellouise	Carbondale
Simons, Edith	Carbondale
Simons, Ida May	Carbondale
Smith, Helen	Carbondale
Sponsler, Besse	Carbondale
Taylor, Edna	Carbondale
Thompson, Mary T.	Carbondale
Waite, Margaret W.	Carbondale
Wilson, Bertha	Carbondale
Winters, Helen J.	Carbondale
Woods, Harry	Carbondale

INTERMEDIATE.

Barden, Mary	Carbondale
Black, LaCene	Carbondale
Bouchier, Raymond	Carbondale
Branch, Wm.	Carbondale
Browne, Robt.	Carbondale
Cook, Rex	Carbondale
Crowell, Heber	Carbondale
Culp, Fred	Carbondale
Dickerman, Julia	Carbondale
Dowdell, Edith	Carbondale
Dowdell, Ruth	Carbondale
Etherton, Homer	Carbondale

NAME	RESIDENCE
Fitzgerald, Annie	Carbondale
Fitzgerald, Ola	Carbondale
Fitzgerald, Willie	Carbondale
Floyd, Alfred	Carbondale
Grater, Ethel	Carbondale
Hagler, Clyde	Carbondale
Hanford, Marguerite	Carbondale
Harriss, Bernard	Carbondale
Holland, Archie	Carbondale
Jones, Henry	Carbondale
Jones, Lottie	Carbondale
Jones, Reba	Carbondale
Kelley, Hazel	Carbondale
Kelley, Pearl	Carbondale
Kimmel, Jimmie	Carbondale
Lilly, Edna	Carbondale
Matthews, Dwight	Carbondale
McMillan, Vera	Carbondale
Miller, Bertha	Carbondale
Mitchell, Jane	Carbondale
Mitchell, Ruffin	Carbondale
Mitchell, Sarah	Carbondale
Neber, Mary	Carbondale
North, Frank	Carbondale
Parkhill, Beatrice	Carbondale
Parrish, John	Carbondale
Peters, Duce	Carbondale
Price, Versie	Carbondale
Rauch, Malcolm	Carbondale
Rauch, Raymond	Carbondale
Rathbone, Otto	Carbondale
Robinson, Leota	Carbondale
Scott, Grace	Carbondale
Scott, Mabel	Carbondale
Schwartz, Irene	Carbondale
Searing, Clara	Carbondale
Searing, John	Carbondale

NAME	RESIDENCE
Simons, Robert	Carbondale
Smith, Clarence	Carbondale
Smith, Ruth	Carbondale
Spence, Edith	Carbondale
Stafford, Ralph	Carbondale
Starzinger, Herbert	Carbondale
Steele, Brown	Carbondale
Toler, Amanda	Carbondale
Weiler, Walter	Carbondale
Winchester, Mabel	Carbondale
Woods, Metta	Carbondale

PRIMARY.

Allen, Marjorie	Carbondale
Arnold, Charlie	Carbondale
Barden, Clyde	Carbondale
Branch, Paul	Carbondale
Brown, Billie	Carbondale
Browne, Marguerite	Carbondale
Brown, Mildred	Carbondale
Browne, Myron	Carbondale
Butler, Weber	Carbondale
Caldwell, Edgar	Carbondale
Chamness, Alma	Carbondale
Crawshaw, Ruth	Carbondale
Davis, Martha	Carbondale
Davis, Ralph	Carbondale
Davis, Robert	Carbondale
Douglass, Jimmy	Carbondale
Dowdell, Dick	Carbondale
Dowdell, Kathlene	Carbondale
Etherton, Cyrus	Carbondale
Grower, Pearl	Carbondale
Hamilton, Ralph	Carbondale
Harriss, Eula	Carbondale
Hinchcliff, John	Carbondale

NAME	RESIDENCE
Hinchcliff, Kate	Carbondale
Hoge, Julia	Carbondale
Holder, Jennie	Carbondale
John, Evan	Carbondale
John, Marguerite	Carbondale
Joyner, Clarence	Carbondale
Kelley, Harry	Carbondale
Keesee, Dorothy	Carbondale
Knapp, Robt.	Carbondale
Lambert, Wilbur	Carbondale
Lee, George	Carbondale
Masters, Hattie	Carbondale
Masters, Stella	Carbondale
McCracken, Hazel	Carbondale
Mead, Mary	Carbondale
Meffett, Wilma	Carbondale
Mitchell, Florence	Carbondale
Neber, Lawrence	Carbondale
Ogden, Colin	Carbondale
Ogden, Marcus	Carbondale
Parkhill, John	Carbondale
Porter, Evelyn	Carbondale
Renfro, Lacey	Carbondale
Rude, Robt.	Carbondale
Schwartz, Walker	Carbondale
Scott, Hugh	Carbondale
Smith, Paul	Carbondale
Smith, Russell	Carbondale
Spence, Jessie	Carbondale
Stafford, Ernest	Carbondale
Starzinger, Isabel	Carbondale
Steel, Don	Carbondale
Stevens, Mark	Carbondale
Storm, Leonard	Carbondale
Storm, Marion	Carbondale
Taylor, Clara	Carbondale
Thompson, Eric	Carbondale

NAME	RESIDENCE
Toler, Francis	Carbondale
Treese, Madge	Carbondale
Tygett, Loyd	Carbondale
Weiler, Genevieve	Carbondale
Weiler, Ray	Carbondale
Winchester, Lora	Carbondale
Zuck, Edna	Carbondale
Wiswell, Leroy	Carbondale
Wiswell, Leslie	Carbondale

SUMMER SESSION.

Abernathy, Robert	Cobden
Allen, T. E.	Ashley
Armbrecht, Maria D.	Golconda
Arnold, Otto C.	Alto Pass
Atwood, Hubert	Creal Springs
Barnes, Anna Laura	Olney
Barrow, Mamie	Alto Pass
Bechtoldt, Joseph	Belleville
Biggers, Mamie	Albion
Blankinship, A. D.	Eldorado
Blankinship, Grace	Cartter
Blankinship Myrtle	Cartter
Bonham, Archie J.	Carbondale
Bowlby, Joel M.	Carbondale
Brandon, W. A.	Carbondale
Brown, L. W.	Anna
Brown, Raleigh	Boles
Bunting, Lena G.	Albion
Cherry, Mary Lula	Millington, Tenn.
Coleman, Bertie	Harrisburg
Coleman, Francis J.	Oakville
Corbridge, Annice	O'Fallen
Cox, Will C.	Temple Hill
Craig, Clara L.	Carmi
Cruse, Emma	Carterville



CLASS IN PHYSICAL TRAINING.

NAME	RESIDENCE
Curtis, Fay	Carbondale
Davis, Elizabeth	Carbondale
Denham, Essie	Browns
Dickey, Gertrude L.	Fairfield
Dickson, Lizzie Jennie	Marissa
Dorris, J. T.	Harrisburg
Dunlap, Barton Anna	Equality
Ellis, Paul H.	Anna
Ernest, T. R.	Swanwick
Etherton, Leona	Carbondale
Etherton, Ruby	Carbondale
Files, Henry Lorten	Mill Shoals
Forsyth, Willfred	Carbondale
Frazier, Mamie	Centralia
Freeman, Maggie N.	East St. Louis
Freeman, Pearl	Mt. Carmel
Garrison, Lizzie	Elm Branch
Gaskins, Bettie	Harrisburg
Gibson, Anna L.	Sparta
Gore, Mrs. Abbie	Pulaski
Gossett, Edmona T.	Norris City
Greer, Robert O.	Oakville
Grisby, John William	Harrisburg
Groves, Fred	Mc Leansboro
Hall, Lillian May	Mound City
Halstead, Floy E.	Carbondale
Hawes, Clara A.	Belleville
Hawkins, May S.	Beechwood
Hayden, Bessie	Carbondale
Heaton, Ed. M.	Stonefort
Henry, Augusta	Marion
Hewitt, Maude E.	Centralia
Hicks, Clara	Ora
Hicks, Elizabeth	Ora
Hiller, Hulda	Carbondale
Hiller, Maude	Carbondale
Hockgeiger, Frank M.	Mt. Carmel

NAME	RESIDENCE
Howe, Lola M.	Olney
Hughes, Lettie	Carbondale
Hurst, Minnie	Jonesboro
Hyde, Elizabeth	West Salem
Inman, Rose D.	Louisville
Jones, Lennie L.	Carterville
Kane, Edith M.	Long Branch
Kane, Mollie	Long Branch
Karr, Lenore	Fairfield
Kavanaugh, Mable	Carbondale
Kelley, Artie	Canaville
Kelley, John Fred	Mt. Vernon
Kennedy, Eula	Murphysboro
Keown, Hettie	Carbondale
King, Minnie L.	Waggoner
Kirk, Bon L.	Carbondale
Lane, Leroy	Flora
La Rue, Claude	New Burnside
Laux, Anna M.	Mascoutah
Martin, James	Cypress
Martin, Rolla A.	Osage
Matthews, Mae	Carbondale
Marshall, Grace	Albion
McElahanon, Lora M.	DuBois
McCarthy, Pearl	Carbondale
McDill, Clara J.	Coulterville
McRaven, Maymie B.	Creal Springs
Mifflin, Lusco	Crab Orchard
Miller, Mrs. Lora	Carmi
Miller, Mildred	Enfield
Mitchell, Marye M.	Harrisburg
Mulvey, J. E.	Cornland
Nash, Clara L.	Jerseyville
Owen, May	Fairfield
Paul, Mary J.	Jerseyville
Peer, Marshall	Ellis Mound
Pemberton, Grace	Galatia

Southern Illinois State Normal University.

NAME	RESIDENCE
Perry, Altha	Marion
Pickles, Anna	Regent
Pickles, Ella	Regent
Presson, Lester	Carbondale
Presson, Loren	Carbondale
Presson, William	Carbondale
Ragle, Mrs. Sadie	Murphysboro
Ray, Melissa	Carbondale
Reid, Ella J.	Marion
Reid, Nellie M.	Marion
Risby, Dora	Posey
Roe, Edith A.	Carbondale
Roediger, E. C.	Millstadt
Rogers, Gay	Carbondale
Ruddick, May	Norris City
Saltus, Chas. S.	Carbondale
Skinner, Orna W.	Hamlln, Ky.
Smith, Hazel P.	Carbondale
Sned, Ida E.	Harrisburg
Soward, Millie O.	Rosiclare
Spiller, Byrd Garfield	Marion
Spiller, Theresa	Carbondale
Stanley, Mollie	Herrin
Stevenson, John A.	Cobden
Storm, Grace	Carbondale
Teeter, Lillian	Carbondale
Teeter, Robert W.	Carbondale
Temple, W. H.	Carbondale
Thornton, A. D.	Goreville
Thornton, Blanche	Carbondale
Thomson, Lavern	Olney
Toler, Lillie	Carbondale
Touvel, Wallie	Centralia
Vancil, Mollie	Carbondale
Walters, P. C.	Grayville
Waltha, J. A. B.	Golconda
Wells, Cora Pearl	Mt. Vernon

NAME	RESIDENCE
Whitacre, Myrtle	Carbondale
Wiley, Emma	Belleville
Williams, Maude L.	Harrisburg
Williams, Oliver	Wynoose
Willson, Edith	Carbondale
Woods, Mamie	Murphysboro
Worthen, Hugh	Murphysboro
Wyatt, Anna M.	Salem
Wyatt, Roscoe D.	Salem
Yarnall, W. H.	Cisne
Zottmann, Fersa M.	Carmi

GENERAL SUMMARY.

INDIVIDUAL STUDENTS.

Post Graduates and Special	3
Seniors	19
Normal	281
Sub Noral	155
High School	11
Grammar	58
Intermediate	68
Primary	65
Normal Department, Summer Session	146
Names Counted Twice	41
Total Enrollment of Individual Students	757

BY TERMS.

Enrollment—Fall Term	440
Enrollment—Winter Term	424
Enrollment—Spring Term	483
Total	1347
Average by terms (Regular)	439

ALUMNI

The Alumni Association now numbers four hundred eighty-nine. The large majority of these representatives of the institution are progressive and potent factors in educational centers, exerting a very decided influence upon the lives of the youth of our land. They are widely distributed throughout the Union, five of them now occupy important positions in the Philippine Islands; and wherever they are, and in whatever work engaged, they retain a most loyal regard for their Alma Mater and the cause of education. The elegant portrait of Dr. Robert Allyn, the president of the school for its first eighteen years, presented by the Alumni Association to the institution at a cost of twelve hundred dollars, is indicative of their loyalty to the institution which they represent.

For many years the members of the Association have been requested to send to the Registrar not later than April 1, their addresses in order that the directory may be as nearly correct as possible. Many have done this, but many have failed to do so. The request is again made and with special emphasis, hoping that those who have graduated from the University will aid in keeping a correct address of the entire number.

The welfare of the school is in no small degree in the hands of those who have enjoyed its advantages, and this is especially true of the Alumni.

Below find a list of Officers and Executive Committee followed by an alphabetical list, by years, of all graduates.

Officers of the Alumni Association:

President—Arthur Roberts, Marion.

Vice President—Mrs. Ada Dunaway Caldwell, Carbondale.

Treasurer—Mrs. Sarah Crewnshaw, Carbondale.

Recording Secretary—Minnie J. Fryar, Carbondale.

Corresponding Secretary—D. M. Parkinson, Carbondale.

Historian—Thos. J. Layman, Benton.

Executive Committee—W. T. Felts, Carbondale; Mrs. Adella G. Mitchell, Carbondale; Miss Winifred Ellis, Cairo; John E. Miller, East St. Louis; G. D. Wham, Olney.

Class of 1876.

	NAME	YEARS	OCCUPATION	ADDRESS
1	Brown, John N.	6		
2	Caldwell, Beverly C.	28	President State Normal,	Natchitoches, La.
3	Hawthorn, John C*	..		
4	Ross, George C.	6	Dep't. of In'r, Washington, D. C.	
5	Wright, Mary	4½		Cobden

1877.

6	Barnes, Belle, D. A. Mrs. H. H. Green			Bloomington
7	Burton, Arista	17		Colorado Springs, Colo.
8	England, James H.	6	Farmer	Carbondale
9	Warder, William H.	3	Attorney	Marion

1878.

10	Caldwell, Delia	7	Physician	Paducah, Ky.
11	Courtney, Alva C*			
12	Evans, Charles E*			
13	Hanna, James A.	6	Merchant	Sulphur Springs, Ga.
14	Hillman, Orcelia B. Mrs. Merrill	5		Salina, Kan.
15	Jackson, Sarah E. Mrs. H. H. Kimmell			DuQuoin
16	Kennedy, George R.	1	Civil Engineer	Murphysboro
17	McAnally, John T.	3	Physician	Carbondale
18	McAnally, Mary Mrs. N. H. Moss	10		Mt. Vernon
19	Pierce, Reuben E.	1	Minister	Epworth
20	Plant, Richmond**			St. Louis, Mo.
21	Robinson, Edward H.		Physician	Chicago
22	Thompson, David G.	6	Lawyer	Golconda

1879.

23	Burnett, Andrew C**		Lawyer	Lamar, Mo.
24	Farmer, George H.	17		Vandale, Ark.
25	McCreery, Ida M.*	3		
26	Phillips, Lyman T.	2	(Paid tuition one year.) Dentist	Nashville

1880.

27	Bruck, Lauren L.	7	Bookkeeper	Chicago
28	Gray, Joseph	16		
29	Heitman, Louis	4	Pharmacist	Chester
30	Hull, Charles E.		Merchant	Salem
31	Kimmell, Henry A.	6	Farmer	Calhoun
32	Mann, Wallace E.	6		Decatur
33	Ogle, Albert B. **		Lawyer	Belleville
34	Rentchler, Frank P.			Los Angeles, Cal.
35	Sheppard, Lizzie M. Mrs. Dr. J. K. Miller	8½		Greely, Colo.
36	Warder, Gertrude A. Mrs. C. J. Michlet	8		Wilmette

*Deceased.
**Paid tuition.

1881.

	NAME	YEARS	OCCUPATION	ADDRESS
37	Burton, Charles H.....		Lawyer.....	Edwardsville
38	Hughes, William F.....	9	Surveyor.....	Murphysboro
39	Karraker, Henry W....	13	Farmer.....	Dongola
40	Lorenz, John W.....	4	Physician.....	Evansville, Ind.
41	Marshall, Oscar S. .. .		Fruit Grower.....	Salem
42	Marshall, Thomas S....		Bank Cashier.....	Salem
43	Sowers, Mary A..... / Mrs. J. C. Scott.....	8		Jonesboro
44	Ward, Edward I.....	11	Minister.....	Aledo

1882.

45	Atkins, Wezette..... / Mrs. C. W. Parkinson...	2		Mendota
46	Deardorf, Lizzie M.... / Mrs. DeMoss.....	6		Ballard, Wash
47	Ennison, Walter J.....		Lawyer..	New York City, N. Y.
48	Goodall, Adella B..... / Mrs. Dr. H. C. Mitchell	3		Carbondale
49	Krysher, Alice..... / Mrs. W. H. Livingston	4		Charter Oak, Cal.
50	Mead, Albert E.....	1	Lawyer.....	Whatcom, Wash.
51	Parkinson, Arthur E **.		Agent.....	Rogers Park
52	Stewart, Henry A.**....		Physician.....	Chicago
53	Wood, John W.....	18	Principal.....	Floresville, Tex.

1883.

54	Alexander, F. M.....	2	Minister.....	Norman, Okla.
55	Bain, Wm. B**.....			Chicago
56	Bryden, Margaret..... / Mrs. J. N. Fitch.....	9		Cobden
57	Buckley, Alice M..... / Mrs. F. M. Alexander..	2		Norman, Okla.
58	Fager, Daniel B.....	16	Agent.....	Mt. Vernon
59	Houts, Lilly M.....	4	Stenographer.....	Chicago
60	Kimmell, Belle.....	4		Elkville
61	Martin, John.....	8	Physician	Tolono
62	Nave, Della A..... / Mrs. P. E. Hileman....	4		Thebes
63	Sprecher, Edward L*...	5		

1884.

64	Aikman, Fannie A*.... / Mrs. D. L. Kimmell....			
65	Beesley, Alicia.....	3		Linn
66	Buchanan, Clara... / Mrs. H. C. Merrymon...	2		Cave-in-Rock
67	Buchanan, G. V.....	20	City Supt.....	Sedalia, Mo.
68	Buchanan, Mary.....	11		Carbondale
69	Burket, Anna L.....	2		Carbondale
70	Cawthorn, Chris C.....	6		Carruthers
71	Duff, Mary B*.....	1		
72	Gill, Joseph B**.....			San Bernardino, Cal.
73	Hendee, LuBird.....	7		Fairmount, Neb

*Deceased.
**Paid tuition.

NAME	YEARS	OCCUPATION	ADDRESS
74 Hileman, Philetus E....		Lawyer	Thebes
75 Jenkins, John H.....	19	Supt. Schools	Badajos, P. I.
76 Lightfoot, Richard T..	2	State's Attorney	Paducah, Ky.
77 Ridenhower, Carrie*.... Mrs. J. L. Mount.....	4		
78 Thomas, Maud*.....			
79 Treat, Chas. W.....	18	Vice-President, Prof. Nat. Sci.	Lawrence Univ. Appleton, Wis.
1885.			
80 Bryden, Helen**.....	17		Autumwa, Iowa
81 Buckley, Ida M..... Mrs. G. W. Warner.....	1		Beatrice, Neb.
82 Dunaway, Ada L**..... Mrs. A. S. Caldwell.....			Carbondale
83 Fringer, William R....	1	Physician.....	Rockford
84 Hull, Gertrude**.....	8	History Teacher High School	Milwaukee, Wis.
85 Lacey, Rurie O.....	1	Physician.....	Lake City, Colo.
86 Lancaster, Tilman A...	3	Lawyer.....	Lexington, Tenn.
87 Miller, John E.....	17	Librarian.....	East St. Louis
88 Robarts, Mary A..... Mrs. M. H. Ogden.....	8		Carbondale
89 Thomas, Kate..... Mrs. D. L. Chapman....	7	Township H. S....	Murphysboro
1886.			
90 Allen, Sarah..... Mrs. J. D. Crenshaw....	17	Prin. High School...	Carbondale
91 Barber, Florence M..... Mrs. W. M. Boyd.....	3		Olathe, Kan.
92 Brown, Adelia A..... Mrs. J. O. Ashenhurst..	9		Sinnasho, Oregon
93 Fryar, Minnie J.....	9	Librarian S. I. N. U.	Carbondale
94 Fulton, Alexander H...	14	Mem. Board Exam..	Mesa, Ariz.
95 Hord, Kittie E..... Mrs. C. M. Morgan.....	10		Washington, D. C.
96 Hundley, Louella*..... Mrs. J. H. Andrews.....	8		
97 Kennedy, Maggie.....	4		Mexico, City, Mexico
98 Loomis, Carrie I..... Mrs. M. C. McCreery....	1		Thompsonville
99 McAnally, Fannie D.... Mrs. D. B. Fager.....	1		Mt. Vernon
100 Nichols, Louella..... Mrs. J. G. Irwin.....	8		Edwardsville
101 Storment, Edgar L*...	11		
102 Williams, Cora..... Mrs. R. W. Wiley.....	2		Chino, Cal.

*Deceased.
**Paid tuition.



BASKET BALL TEAM AT REST.

1887.

	NAME	YEARS	OCCUPATION	ADDRESS
103	Allen, Robert M**		Ry. Pass. Agt.	St. Louis, Mo.
104	Blair, Carrie*			
105	Bryden, Rockwell**		Postal Clerk	Carbondale
106	Campbell, H. M.**		Clk.	751 Jackson Bvd, Chicago
107	Cleland, Clara B. / Mrs. Strong	1		Wheeling
108	Cleland, May	4	Trained Nurse	Chicago
109	Cowan, David J	8	Lawyer	Vienna
110	Glick, Albin Z	2	Agent	N. Dakota
111	Goodall, Samuel H	2	Lawyer	Marion
112	Harmon, Mark D	4		Grayville
113	Hawkins, Cicero R		Attorney	Seattle, Wash.
114	Hewett, Emma L. / Mrs. W. H. Baltzer	3		Hickman, Ky.
115	Hill, Mary A. / Mrs. E. L. Storment	7		Cartter
116	Hundley, Nannie	14		Marion
117	Johnston, Lewis E	1	Lawyer	Keysport
118	Kirkpatrick, James H	9		Whatcom, Wash.
119	Lawrence, Bertha	15		Carbondale
120	McMackin, Edward G	2	Dentist	Salem
121	Phillips, Louise E	2		Chicago
122	Ripley, Charles H		Lawyer	Chicago
123	Scott, Luther T	1	Printer	East St. Louis
124	Searing, Harry R		Loan Agent	Carbondale
125	Sebastian, Julia A	15		St. Louis, Mo.
126	Smith, Seva A. / Mrs. G. S. Hoag			Denver, Colo.
127	Snyder, Lydia E	15		Chicago
128	Tait, Minnie A. / Mrs. C. H. Ripley			Chicago
129	Turner, George T	2	County Judge, Mem. Gen. Assembly	Vandalia
130	Wham, Steuben D	2	Farmer	Cartter

1888.

131	Baumberger, Louise. / Mrs. S. M. Inglis	10	Prin. of School, Blind Asylum,	Jacksonville
132	Briback, Catherine. / Mrs. Hans Johnson	8		Cairo
133	Hall, William H	5	Bus. Mgr. Lewis Inst.,	Chicago
134	Hickam, Ada. / Mrs. G. W. Wood	4		Beechwood
135	Johnson, Callie. / Mrs Dr. Wm. A. Young	1		Springfield
136	Leary, Mary E	16		Cleveland, Ala.
137	Lindsay, David W	11	Principal	Los Banos, Cal.
138	Morgan, Charles M	1	Bradstreet Agcy.	Portland, Ore
139	Reef, William A.**	1	City Stenog.,	Denver, Colo.
140	Richards, Kate E.* / Mrs. W. A. Stuart	2		
141	Street, Jasper N	16		Poplar Bluff, Mo.

*Deceased,
**Paid tuition.

	NAME	YEARS	OCCUPATION	ADDRESS
142	Trobaugh, Frank E.*..	1		
143	Wham, Maggie E..... Mrs. Louis Hurst.....	11		Deland
		1889.		
144	Allyn, Lois A..... Mrs. D. L. Mason.....	4		Winchendon, Mass.
145	Bridges, Mary E..... Mrs. D. L. Malone.....			Sikeston, Mo.
146	Colyer, Frank H.... ..	13	Dept of Geog. and History, S. I.	N. U., Carbondale
147	Kimzey, Walter R.....	14	County Supt., ...	Tamaroa
148	McMeen, John D.....	14	Superintendent.....	Casey
149	Parkinson, J. M.....	11		Centralia
150	Parks, Elizabeth..... Mrs. Lucius D. Skinner	8⅓		DuQuoin
151	Wallis, William.....	10	Prin. High School.....	Mattoon
		1890.		
152	Bain, John Charles....		Lawyer.....	Chicago
153	Hackney, Kate G..... Mrs. F. O. Rogers.....	3		Waggoner
154	Hull, Bertha**..... Mrs. Webster Warren.	5		Cedar Rapids, Iowa
155	Kellar, Kent E.....	3	Lawyer.....	St. Louis
156	Lansden, Mary G.**....	14	Chicago Latin School...	Chicago
157	Ramsey, Joseph E.....	14	Superintendent.....	Grayville
158	Sams, Fountain F.....	4	Principal.....	East St. Louis
159	Smith, Mabel*.....			
160	Storment, John C.....	13		Pomona, Cal.
161	Torrance, Ann Eliza..	10		Salem
162	Van Cleeve, Martin T	13	Supt. Schools.....	Mound City
		1891.		
163	Alexander, Anna R....	13		Harvey
164	Beman, George W.....	1	Clerk.....	Chicago
165	Blanchard, Guy.....	1	Merchant.....	Tamaroa
166	Boyd, Frank L.....	12	Supt. of Schools..	Boulder, Colo.
167	Burkett, Grace L.....	5		Carbondale
168	Clark, Lulu.....	13	High School....	East St. Louis
169	Freeman, James A....	13	Supt. of Schools.....	Trenton
170	Hill, Mary E.*.....	3		
171	Holden, Emma Mrs. H. A. Ross.....	3		St. Louis, Mo.
172	Hord, Adda.....	8		Lawton, Okla.
173	Lawrence, J. H.....	12	Prof. Park Col.,	Parksville, Mo.
174	Loomis, Lydia Maud..	5		Makanda
175	Peebles, Lizzie S.....	13	County Supt....	Stanford, Mont.
176	Snyder, Arthur J.....	13	Supt.....	North Belvidere
177	Sprecher, Theo. M.....	5		Crittenden, Ariz.
178	Steele, Robert E.....	1	Physician.....	Lehi, Utah
179	Stern, Lewis.....	13	Supt.....	Butterfield, Minn.
180	Whitney, William**...	2	Farmer.....	Garden City, Kan.

*Deceased.
**Paid tuition.

1892.

	NAME	YEARS	OCCUPATION	ADDRESS
181	Ayer, Philip S.	6	Physician	Bartlesville, I. T.
182	Barr, Jessie Gleim Mrs. Dr. Robert Steel	6		Lehi, Utah
183	Bliss, Anson Lee	7	Farmer	Tuscola
184	Buckley, Elizabeth Mrs. O. J. Rude	1		Carbondale
185	Bundy, Joseph B.	6	Business Manager	Carbondale
186	Cochran, William P.	3	Editor, P. M.	Marble Falls, Tex
187	Davis, Mary E. Mrs. A. J. Snyder	1		N. Belvidere
188	Emerson, John W.	11	Asst. P. M.	Canon City, Col.
189	Galbraith, Chas. M*.			
190	Kimmel, E. Lee Mrs. Guy Hick	7		Inman
191	Kimmel, Ruby I.	12		East St. Louis
192	Lawrence, Blanche Mrs. J. B. Hancock	11		Georgetown, Colo.
193	Lindley, John Wm.	2	Lawyer	Sullivan, Ind.
194	Lirely, Wm. H.	2	Signal Service	Indianapolis
195	Morton, Ralph B.	2	Lawyer	Carterville
196	Nichols, John B.	12	County Supt.	Santa Anna, Cal.
197	Patten, Arthur E.**.		Salesman	Chicago
198	Peterson, Grant.	4	Mining	Carterville
199	Ragsdale, Joseph S.	10	President Ky. W. Normal,	Lone Oak, Ky.
200	Wallis, Mary.	8	High School	East St. Louis
201	Wham, Agnes G. Mrs. James Reed	5		Deland
202	Wham, Dora A. Mrs. John Pyatt	2		Pyatt

1893.

203	Brown, Robert.	10	Principal	Joplin, Mo.
204	Clendennen, Geo. E.	11	Principal	Illiopolis
205	Curtis, Sarah L. Mrs. Frank L. Moss	7		Paris
206	Davis, Charles H.	1	Minister	Kampsville
207	Glenn, Wm. T.	11		Belleville
208	Henninger, Jennie Mrs. I. C. Clark	5		Hagarstown
209	Hubbard, Mary E. Mrs. Frank Watson	5		Greenville
210	Hubbard, Samuel A.	2	Lawyer, Judge	Quincy
211	Kell, Omer Adrian.	1	Physician	Danvers
212	Lingenfelter, Sarah.	1	Supt. Deaconess Home	Chicago
213	Moore, Jack N.	6	Lawyer	Corning, Ark.
214	Renfro, Robert E.		Real Estate and Loan Agent,	Carbondale
215	Rude, Otto J.	8	Traveling Salesman,	Carbondale
216	Songer, Mary E. Mrs. Jas. T. Brown	6		Kinmundy
217	Stout, Charles L.*.	1		
218	Whittenburg, Sarah.	11		Galatia
219	Woodson, Myrtle F.	10	Music Teacher	Nevada, Mo.

*Deceased.
**Paid tuition.

1894.

	NAME	YEARS	OCCUPATION	ADDRESS
220	Applegath, John L....	4	Business Manager.....	Marion
221	Applegath, May A..... Mrs. Arthur Wiswell..	4		Carbondale
222	Chandler, Larkin C....	5	Music Teacher.....	Litchfield
223	Burge, Lloyd E.....	3		Texas
224	Cochran, Maude O..... Mrs. Andrew Proctor..	4		Carbondale
225	Dougherty, Andrew J.		Lieut. Reg. Army,	Philippine Islands
226	Ellis, Jacob T.....	10	Supt. Practice School, Training Teacher,	S. I. N. U., Carbondale
227	Felts, William Troy...	10	Instructor Maths.,	S. I. N. U. Carbondale
228	Hodge, Jennie..... Mrs. W. T. Felts.....	2		Carbondale
229	Jenkins, Harriet E....	8	High School.....	Murphysboro
230	Jay, Norman A.....	9		Steeleville
231	Kell, Iva Lucy.....	9		Foxville
232	Kell, Lincoln S.....		Lumber Dealer.....	Chicago
233	Lakin, Edwin F.....	3		Rochester
234	Longbons, Edward.....	9		Metropolis
235	Mohlenbrock, Eric*....	1		
236	Ogle, Howard J.**.....		Elec. Eng.,...	New Orleans, La.
237	Phillips, Myrtle K.... Mrs. H. Z. Zuck.....	1	Student	University of Chicago
238	Pugh, Charles H.....	5	Agt. Am. Bk. Co.	Denver, Col.
239	Ramsey, Estelle..... Mrs. J. Rufus Beard...	3		Louisville
240	Smith, Edgar A.....		Physician.....	Chicago
241	Williams, Arthur E..	8	Prin.....	Crescent City

1895.

242	Anderson, Margaret...	9		Carbondale
243	Baker, Rhoda May**.. Mrs. Geo. L. Roberts..	2		Corinth
244	Barton, Josie M..... Mrs. Fred Goodnow....	2		Salem
245	Baughman, Ola*..... Mrs. G. H. Bainum....			
246	Bennett, Francis W.**	8		Cairo
247	Davidson, Mary..... Mrs. J. T. Taylor.....			Greenville
248	Ferrell, Minnie.....	9		Carterville
249	Ferrell, Nora.....	5		Washington, D. C.
250	Haney, Thomas J.....	8	Principal.....	Dawson
251	Jones, David Oscar....	9	Principal High School..	Chester
252	Kell, Albert Baker.....	4		Salem
253	Lee, Homer Dalton....	3	Mail Service.....	Carbondale
254	Nichols, Cora E..... Mrs. D. O. Jones.....	1		Chester
255	Patterson, John E.....	9	High School....	Evansville, Ind.
256	Roane, Emma H.....	8		Rochelle
257	Snider, Fred M.....		Merchant	Carbondale
258	Sowell, Myrtle I.....	4		Paducah, Ky.

*Deceased.
**Paid tuition.

	NAME	YEARS	OCCUPATION	ADDRESS
259	Williams, Charles J. (1)		Auditor R. R. Co.,	Cincinnati
260	Yourex, Mabel Clare..	8		Colorado Springs, Colo.
		1896.		
261	Boomer, Cincinnatus..	8	Prin. High School....	.Vienna
262	Crane, Ezra.....	2	R. R. Mail Service....	Tamaroa
263	Cundiff, Viola V..... Mrs. Dr. J J Rendelman	2		Cairo
264	Edman, Mate.....	5		Charleston
265	Etherton, Guy E.....		Minister.....	Kansas City, Mo.
266	Flint, Minnie Ruth....	5		...Salem
267	Gilbert, John Philo....	6	Supt.....	Tuscola
268	Harker, Oliver A. (1)..		Farmer.....	Carbondale
269	Hobbs, Matilda J..... Mrs. Fred M. Snyder..	2		Carbondale
270	Karraker, Ira O.....	2	Bank Cashier.....	Jonesboro
271	McCormick, George ...	7		London Mills
272	McGahey, Leah C	8	High School.....	Olney
273	Perrot, Richard H	6	Supt	Zenia
274	Peters, Mabel K	8	Asst. High School, S. I. N. U.	Carbondale
275	Roberts, George L. (1)		Merchant.....	Corinth
276	Robinson, Samuel T..	8	Superintendent... ...	Hillsboro
277	Royal, Stella Ethel.... Mrs. Frank Moore.....	1		Villa Ridge
278	Spiller, Adelbert L....		Attorney..... ..	Carbondale
279	Taylor, Oscar T.....		Farmer	McClure
280	Thompson, Bessie M.. Mrs. Paul Milner			Carbondale
281	Thompson, Ralph (1)..			Carbondale
282	Truscott, Laura M....	7	High School.....	Winchester
283	Wham, George D.....	8	Superintendent.....	Olney
		1897.		
284	Amon, Bertram*.....	1		
285	Barter, Rachel Jane...	7		Mt. Carmel
286	Berkey, Helen Lucile.. Mrs. John Kennedy....	4		Murphysboro
287	Boulden, Hattie Anna.	6		Fordice, Ark.
288	Bridges, Abbie L... .. Mrs. John Davis.... ..	2		Omaha, Neb.
289	Bridges, Ella L	7		Dalton
290	Bridges, Roland E.....		Bookkeeper.....	Chicago
291	Burkhart, Carl.....		Bank Cashier.....	Benton
292	Clements, Louis (1)....	1	Law Student.....	Danville
293	Crawford, Mary (1)....	7	High School	Jonesboro
294	Cross, Arthur G.....	2	Railway Service....	St. Louis
295	Etherton, William A..	2	Student U. of Ill....	Champaign
296	Hayes, May Keeney .. Mrs. C A Quackenbush		Secy. Ill. Schl. of Law..	Chicago
297	Kirk, Jay T....	5		Centralia, Mo.
298	Kissinger, Uriah.....	7	D. C. Heath Co..	St. Louis, Mo.
299	Marberry, William T..	6	Prin. C. O. S	Crab Orchard
300	McAnally, Jessie Frank	4	Minister.	Kenney
301	McKown, James Edgar	7	Head of Dept. of English, Seattle H. S.....	Washington

*Deceased.
**Paid tuition.
(1) High School.

	NAME	YEARS	OCCUPATION	ADDRESS
302	Parkinson, Daniel M**		Mngr. Tel. Exch...	Carbondale
303	Peters, Helen N.....	1	Teacher Music,.....	Carbondale
304	Phillips, Lucy Haven..	5	Stenographer,.....	Pomona, Cal.
305	Pickerell, Per.....	7	State Library...	Des Moines, Ia.
306	Reef, Edmund W.....		Postal Clerk.....	..Carbondale
307	Roberts, Arthur.....	3	Editor	Marion
308	Roe, Nellie.....	4		Carbondale
309	Stewart, Ellen*.....	4		
310	Weller, Nellie.....	4		Grand Tower
311	White, Maud.... Mrs. Elsa Cox.....	6		Newburn, Tenn.
312	Woods, William H....	3	Ry. Postal Clk..	Lockhart, Tex.
	1898.			
313	Alvis, Harry J..... ..	5	Agent...	Centralia
314	Barnum, J. A	2		Hartsburg
315	Barrow, James W.....	5	Principal High School...	Olney
316	Boucher, Andrew S....	4		Dexter, Mo.
317	Buchanan, Nina O....	3		Seattle, Wash.
318	Clements, Robert.....	1	Med. Student N. W. U.	Chicago
319	Cowan, John F.....	2		Carterville
320	Crawshaw, Solomon...		Medical Student.....	St. Louis
321	Fly, Wm. C.....	7	Superintendent.....	Carbondale
322	Gilbert, Ida M..... Mrs. Maurice Phillips..			Washington, D. C.
323	Huggins, Margaret....	6		Salmon City, Idaho
324	Hypes, Cornelia A.....	6		.Lexington
325	Jack, Jessie.....	3		Kinmundy
326	Munger, Robert P.....		Bank Cashier....	East St. Louis
327	Ozment, Fannie Mrs. H. W. Reynolds..	1		Decatur
328	Parkinson, Franklin A		Real Estate.....	Lawton, Okla.
329	Patten, Lucy H..... Mrs. James M. Barrow	2		Olney
330	Perry, Mary Helen....	5	Agent.....	Michigan
331	Quackenbush, Chas. A	1	Law Student	Chicago University
332	Rhodes, Miriam E.....	6		Larendo, Texas
333	Shepherd, A. E..... ..	6	Principal.....	Oceanside, Cal.
334	Snider, Kate..... Mrs. J. W. Miller.....			Carbondale
335	Thornton, Edna.....	6		Carbondale
336	Thornton, Nina*.....	3		
337	Toler, William L.....	6	Prin. High School..	Mt. Vernon
338	Wilson, Margaret.....	6		Hillsboro
	1899.			
339	Blake, Edward L... ..	6		Grand Tower
340	Brainard, Pearl..... Mrs. Albert Bowman..	2		Evanston
341	Brainard, Stuart.....			Carbondale
342	Brewster, Libbie.....		Student.....	Kalamazoo, Mich.
343	Cisne, W. G.....	5	Prin. High School...	Fairfield
344	Cowan, James P.....	4		Bonne Terre, Mo.
345	Crawford, J. E.....	3	Physician.....	Tenn.

*Deceased.
**Paid tuition.

	NAME	YEARS	OCCUPATION	ADDRESS
346	Etherton, James M		Merchant	Carbondale
347	Grove, Bessie L	5		Akron, Ohio
348	Haldaman, Margaret	3		Warrensburg
349	Harris, W. O.	5	Supt	Sulphur, Ind. Ter.
350	Hooker, Lulu T	3		Carbondale
351	Karraker, Orville M	1	Bank Cashier	Harrisburg
352	Marchildon, John W		Physician	Chicago
353	McConaghie, Thomas		Student Med. Col	St. Louis
354	McKittrick, F. D	5	Superintendent	Enfield
355	Murphy, Wm. Gordon	5	Prin. Ward School	Centralia
356	Palmer, Myrtle Irene	5	Bookkeeper	Berkley, Cal.
357	Pruett, Charles F	1	Com. Merchant	Kinmundy
358	Roe, Edith	5	High School	Marissa
359	Stewart, Josephine	5	High School	Centralia
360	Webkemeyer, Chas. W.	5	Principal	Campbell Hill
	1900.			
361	Besse, Beula Mrs. Sheridan	3		Orange, N. J.
362	Boomer, Simeon	4	Principal	Tonica
363	Elder, Mary E Mrs. B. Sanders			Carbondale
364	Fryar, Mary Mrs Dr Alonzo Golightly	1		Carbondale
365	Groves, C. Cooper	3		Nashville
366	Hartwell, Andrew Duff		Attorney	Marion
367	Kell, Ida	4		Centralia
368	Kessler, Harvey L	3	Student U. of Ill	Champaign
369	Marberry, J. Oscar	4	Superintendent	Cobden
370	McConaghie, Tillie Mrs. William Walker			Oakdale
371	McKnelly, Jacob	4	County Supt	Louisville
372	Plater, M. Ethel		Stenographer	Carbondale
373	Pollock, Clara*			
374	Reef, A. J		Student State Univ.	Champaign
375	Robinson, Mattie J	4		Boulder, Colo.
376	Spence, Bertha Mrs. W. C. Fly			Carbondale
377	Stewart, Nora	4		Centralia
	1901.			
378	Barrow, John V	3		Oslob, Cebu, P. I.
379	Brandon, Wm. A	3	High School	Apple River
380	Burton, A. H	3		Kellogg, Idaho
381	Daniel, J. Frank	3		Negros, P. I.
382	Davis, A. Clara	1	Student U. of I	Champaign
383	Demmer, John	3	Provincial H. S., Balinag	Bulacan Prov., P. I.
384	Gambill, John M	3	Act. Div. Supt., San Fernango	Pampanga, P. I.
385	Harper, Owen E.	3	Principal	East St. Louis
386	Launer, Stella M	3		Chicago
387	Schmalhousen, Winif'd	3	High School	Mattoon
388	Skaggs, Wm. Walter	3	High School	Mattoon
389	Smith, T. B. F.	2	Student U. of Ill	Champaign

*Deceased.
**Paid tuition.

1902.

	NAME	YEARS	OCCUPATION	ADDRESS
390	Brush, Bessie		Student U. of Ill	Champaign
391	Doty, John M.	2		New Grand Chain
392	Felts, Lorin	2	Prin. High School	Harrisburg
393	Graham, Malcolm	2	Principal	Lincoln, Neb.
394	Gubelman, Lily	2	High School	Mt. Vernon
395	Hester, Edna		Student U. of Ill	Champaign
396	King, Leslie Mrs. George Beaver			East St. Louis
397	Kirk, Mary E	2		Marissa
398	Kirk, Vida G			Carbondale
399	Launer, June	2		Anna
400	Layman, Thomas		Attorney	Benton
401	McMurphy, Kate	1		Makanda
402	Nimock, J. K**	1		St. Louis, Mo.
403	Norfleet, B. F.	1	Superintendent	Carterville
404	Perce, Clara	2		Carbondale
405	Smith, Ada I Mrs. J. Frank Mackey.	1		New Grand Chain
406	Stotlar, John Y	1	Lbr Mcht,	Johnston City
407	Tanner, Lillian Mrs. S. R. Hoyt			Fort Worth, Texas
408	Wilson, S. J. Harry	1	Superintendent	Pinckneyville

1903.

409	Ballard, Sanford E.	1	Principal H. S.	Marissa
410	Bellamy, John G.			DuQuoin
411	Bowyer, Emma	1		Centralia
412	Brubaker, Loren E.			Salem
413	Crow, Eleanor	1		Herrin
414	Ellis, Winifred M	1		Cairo
415	Gibson, Anna L	1		Centralia
416	Hiller, Jacob.		Y. M. C. A. work	Chicago
417	Hunsaker, Andrew F.	1	Prin H. S	Kinmundy
418	Lee, Ardell A		Coal Inspector	Centralia
419	Lee, Chester Arthur.		R. R. Service	Carbondale
420	Lightfoot, Ella	1		Marion
421	Martin, Rolla A	1	High School	Anna
422	Muckelroy, Renzo	1	Superintendent	Shawneetown
423	Teeter, Lillian	1	High School	Marion
424	Thompson, Lavern	1	High School	Danville
425	Wyatt, Roscoe D	1	Prin. High School	Newton

*Deceased.
**Paid tuition.

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